

Do Good.  
Do Better.

esade  
RAMON LLULL UNIVERSITY

esade.edu



Report

# Identity and Social Responsibility

**SIP PRME** Principles for Responsible  
Management Education

2020  
2021

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# A word from the Managing Director



**Koldo Echebarria**  
Director General Esade

I am delighted today to be able to share the momentum that we, at Esade, have gathered on the path towards guaranteeing a sustainable future for our planet. This report highlights how, at Esade, during the months in that we have been urgently dealing with a health crisis which has changed our whole way of daily life and operations, we have, at the same time, managed to heighten our commitment to sustainability – a commitment to our planet and to all its citizens.

Throughout the school, we have all responded to the urgent call to achieve greater speed and impact in the field of sustainability, making this the driver and ultimate goal of our academic and research efforts.

As an educational institution that pioneers academic innovation, which has won international recognition for its impact on society and the human quality of its students and their community, our **Sustainability Plan** is ambitiously responsible, and extends to every corner of our activity and reach.

A plan that guarantees the 2030 Agenda Sustainable Development Goals, was approved by the Esade Executive Committee in July 2020. This has allowed us to sketch out an ambitious roadmap to achieving better engagement in issues including social justice, quality education, climate action and responsible consumption, with the aim of having an impact that is both real and measurable. The Esade Sustainability Plan improves on actions and policies connected with activities throughout the organisation, while launching innovative initiatives to drive the shift towards an environmentally secure and socially fair and inclusive society.

I would like to take the opportunity here to acknowledge my gratitude to all the individuals and teams involved in preparing and implementing our Sustainability Plan, for their valuable contribution to the community and to our society.

Within the context of education in Social Responsibility, Esade's educational offering continues to grow, having been strengthened, in particular, by the launch of the new *Bachelor in Transformational Business and Social Impact* (BITBASI), by teaching more than 40 students of 27 nationalities, with the aim of making them agents for change, young entrepreneurs with a social conscience who, through their holistic learning, have the capacity to generate not only an economic impact in their enterprises but also a major contribution to social well-being. We must also highlight the new programmes promoted by the Chair for Leadership and Executive Education: 'Sustainable Management and the 2030 Agenda', and 'Strategic integration of the 2030 Agenda' and Sustainable Development Goals'. Both programmes aim to influence how their participants contribute to responsible leadership and the sustainability of enterprises and organisations.

This report sets out a record of the commitment of the Esade community in the field of social responsibility and justice, and its valuable contribution to fulfilling our mission and our purpose: *Do Good. Do Better.*

I can enthusiastically confirm that once again, this year, we have reasserted our firm commitment to the Principles of the Global Compact and the PRME (Principles for Responsible Management Education), both of which are UN initiatives allowing us to progress towards greater transparency and accountability.

# A word from the Identity and Mission Director



**Cristina Giménez**

Esade Identity and Mission Director

The report we present to you today forms part of this purpose and sets out the actions through which we are moving our commitment forward.

Through the **service-learning** methodology, we train 'men and women who are there for others, responsible for themselves and the world around them' (P. Arrupe, SJ). Service-learning is an experiential educational methodology based on service 'with and for the community'. We must emphasise the efforts made to continue delivering courses under this service-learning format throughout the pandemic, adapting as required in line with restrictions on attendance at all times. Thanks to the collaborative efforts of our teaching staff, students and social organisations, we have delivered all the scheduled courses, thereby helping to train responsible leaders and professionals. A total of 245 undergraduate students took part in this type of course, learning through service with a range of social organisations from our immediate surroundings. Another 63 students travelled to 19 countries to undertake entrepreneurship, social consultancy and legal assistance projects, and despite the difficulties, we managed to extend our geographical reach, undertaking projects for the first time in the Dominican Republic, Mozambique, Nigeria, Eswatini, Panama and Ghana, places where the impact of such initiatives is so vital.

As a community, we also developed our first **institutional sustainability** plan, which will make us a cutting-edge academic institution in terms of sustainability, increasing the positive impact of Esade across society as a whole. This plan originally

The climate and health crisis we are experiencing demand committed action to regenerate the planet and care for people. At Esade, true to our founding mission and values inspired by the Jesuit tradition, we have set about making an active contribution to this transformation, through notable efforts to help build a fairer, more humane, charitable and sustainable society, which shows greater respect for differences among people.

outlined the involvement of 330 people, including both teaching, admin and service staff and students, as well as 11 stakeholder groups with whom we conducted discussions and debates to identify the main issues in our sustainability plan. All this effort now allows us to adopt a horizontal and responsible approach to sustainability throughout the school. Over this period, we generated a participatory culture, which is a great advantage in successfully tackling the challenges we face as a school and as citizens. We must also highlight the measurement of our carbon footprint, a key element in identifying our progress in our move towards zero emissions.

Lastly, we wish to emphasise our contribution to **dialogue and to fostering diversity**. As a community, we are committed to diversity and equal opportunities, and we facilitate access to our courses through our Scholarship Programme, which grows year on year, and focuses on supporting more underprivileged communities. We build a community through dialogue, a dialogue that we conduct openly and with profound respect for the differences that we recognise as a source of personal and communal enrichment.

We wish to thank our entire community for their commitment to making our institution a project of social and personal transformation.

# Esade in figures

## TURNOVER

We achieved our best ever turnover and gross revenue figures

**€119.84 M** of gross revenue

**€109.98 M** of net revenue

## ABOUT US

3 campuses + 78,000 m<sup>2</sup>

SANT CUGAT



MADRID



BARCELONA



## Esade Community

**12,326**

students



**21%**

increase on the previous year

**+ 100**

nationalities



**36%**

of our students are of international origin

**+ 67,000**

alumni



**892**

professionals

(458 members of administration and service staff)

## ESADE ADVANCES



During the 2020–2021 academic year, the Esade community has been hard at work, implementing the development of our first institutional sustainability plan.

## Esade innovates

We believe in the importance of continued innovation and delivering an up-to-date offering, and so have launched:

### 1 NEW QUALIFICATION

Bachelor in Transformational Leadership and Social Impact (BITBASI)

### 1 NEW RESEARCH CENTER

**esade**

RAMON LLULL UNIVERSITY

Center for Social Impact

Commitment to the enterprise ecosystem

€4.1 M

of investment through Esade BAN

27

start-ups funded

We support access to scholarships

€3.7 M

invested

296

student beneficiaries

Esade, quality guaranteed

We have the distinction of the triple crown of business school accreditation

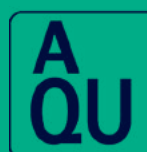
(only 1% of the leading business schools holder this).



We obtained AACSB accreditation for 5 years



We review and update the internal quality assurance system (SGIQ) of the Catalan University System Quality Agency (AQU).



## Esade researches



123

articles in  
peer review journals



25

new research  
projects

## Research focused on sustainability

36 %



of publications  
focused on  
issues of ethics,  
corporate social  
responsibility and  
sustainability.

31 %



of articles with  
impact factor  
(IF).

34 %



of active  
competitive  
projects focused  
on ethics,  
corporate social  
responsibility and  
sustainability.

36 %



of the faculty  
members  
have, over the  
last 4 years,  
published articles  
focused on  
issues of ethics,  
corporate social  
responsibility and  
sustainability.

We encourage  
and promote social  
debate

91  
events

both in-person and in  
hybrid or digital format,  
involving

12,012  
people

Commitment to the  
environment

Generation of our  
environmental footprint in  
progress.



89 %

less paper  
consumption



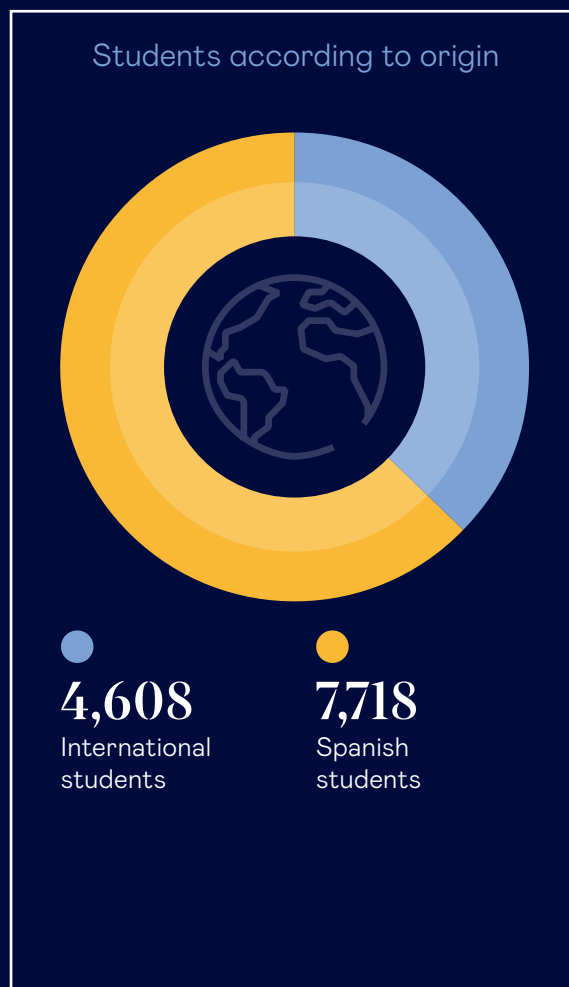
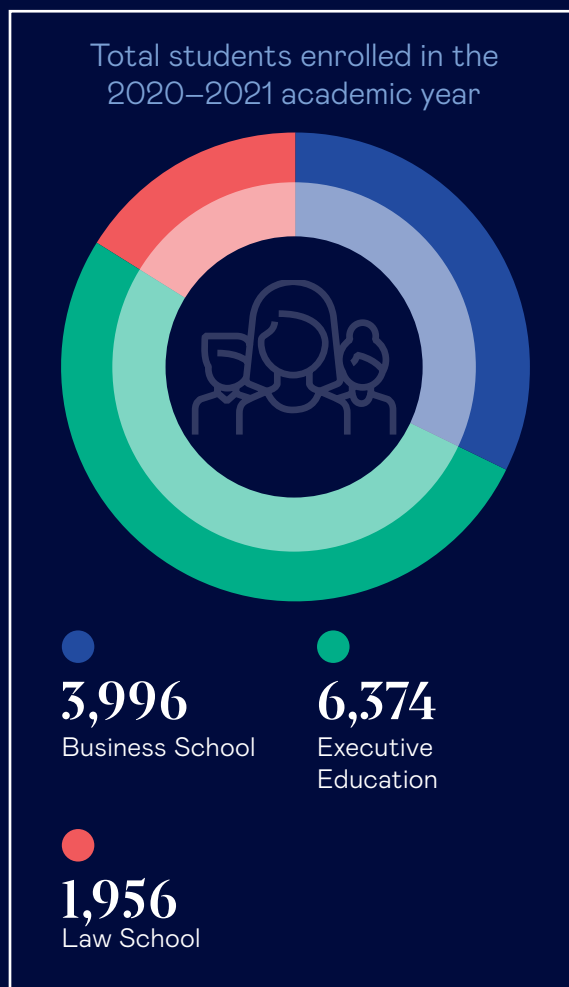
Charitable  
initiatives

20





charitable initiatives  
managed

# ESADE COMMUNITY IN DETAIL

## Our students

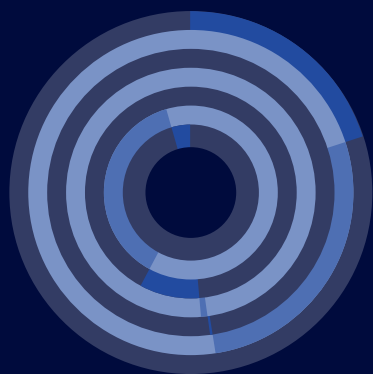


	FOREIGN	SPANISH	TOTAL ENROLMENTS	NUMBER OF COUNTRIES, NATIONALITIES
Business School	2,626	1,370	3,996	94
Executive Education	1,708	4,666	6,374	67
Law School	274	1,682	1,956	48
<b>TOTAL</b>	<b>4,608</b>	<b>7,718</b>	<b>12,326</b>	<b>108</b>



**108** nationalities present in our educational community
 




## Business School



3,996

students

2,626

of them from abroad

808 Masters: MBA

1,093 Masters: MSc

12

Master of Research  
in Management  
Sciences

37

Official doctorate  
programme in  
Management Science

362

Summer School:  
Business

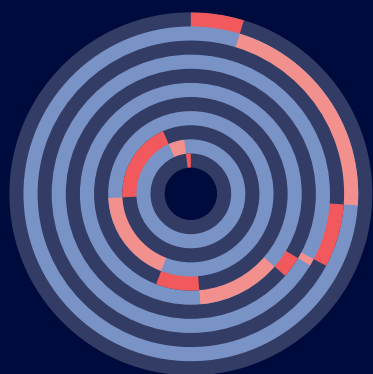
1,515

Undergraduates:  
BBA

169

KielInnoenergy

## Law School



1,956

students

274

of them from abroad

95 Continuing  
Education

419 Masters: MUA

132 Postgraduates

12

Doctorate in  
Economic and  
Company Law

54

Summer School:  
Law

242

Bachelor in Global  
Governance

140

Bachelor in Global  
Governance,  
Economics and Legal  
Order

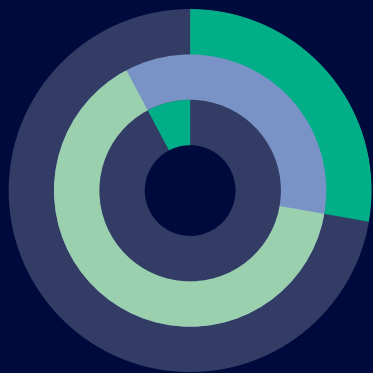
358

Bachelor in Law

376

Double Degree  
in Business  
Administration and  
Law

## Executive Education



6,374

students

1,708

of them from abroad

1,772

Custom Programmes

4,108

Executive Education  
Programmes

494

Open Programmes

# OUR PROFESSIONALS

Community by professional category



458 Administration and service staff

345 Business School and Law School Professors

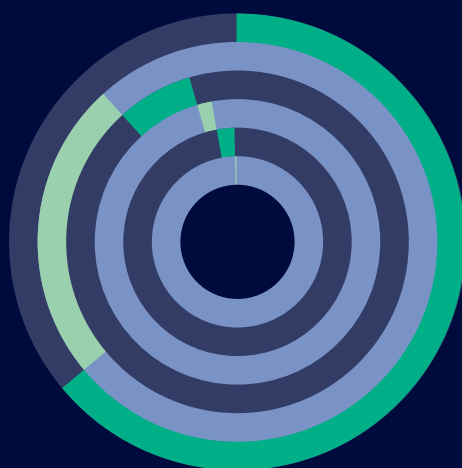
29 Language teachers

27 Research assistants

22 Doctorands

11 Researchers

Contracts by type



573 Full-time permanent

216 Part-time permanent

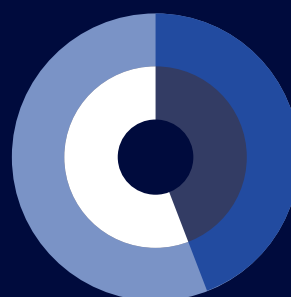
65 Full-time temporary

14 Part-time temporary

22 Partial retirements

2 Emeritus professors

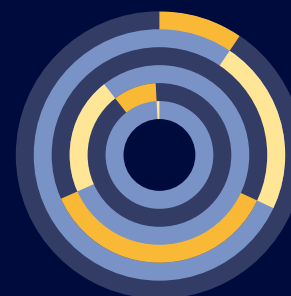
Community by gender



43% Men

57% Women

Community by age range



86 20 – 30 years

201 31 – 40 years

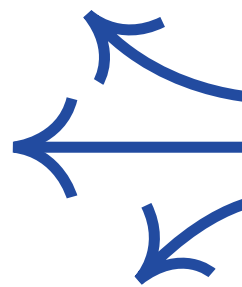
324 41 – 50 years

187 51 – 60 years

89 61 – 70 years

5 70 + years

# 01. Our institution



Founded in Barcelona in 1958 by the Society of Jesus and a group of businessmen, Esade is today a **business school, law school and executive education institution, committed to generating a positive and lasting impact on society through its educational and research efforts.**

Since 1995, **Esade has formed part of the Universidad Ramon Llull (URL)**. It also belongs to the UNIJES network of Jesuits universities. Our commitment, over more than 60, years has driven Esade to strive for excellence and to improve the world in which we live. Our commitment can be seen in all the activities we undertake:



→ **Provide people with holistic education** to ensure that they are competent and socially responsible professionals.



→ **Generate knowledge** to help improve organisations and society.



→ **Contribute to social debate** to build free, prosperous, fairer and more socially and environmentally sustainable societies.

We see the education of our students as an open process of learning, and of personal and professional growth.



Our mission and our values are the cornerstones of the comprehensive personal and professional education to which we are committed.

At Esade, we undertake this mission, inspired by humanist and Christian traditions, within the context of intercultural dialogue.

**Our motto, 'Do Good. Do Better.', reflects this commitment.**

Do  
Good.  
Do  
Better.

1.1

## Our mission: educate and research

Our mission as a leading educational institution is **to drive and promote meaningful and impactful social change**. Which is why we offer our students comprehensive training to make them not only highly competent professionals, but also socially responsible. To do so, our mission is built on three fundamental cornerstones:



### Education

We develop leaders with professional skills, knowledge and social responsibility and with deeply rooted values to promote a positive transformation.



### Knowledge

We generate knowledge to help improve organisations and society.



### Social debate

We contribute to social debate to build free, prosperous, fairer and more socially and environmentally sustainable societies.

Another of the key hallmarks of our mission is to **generate knowledge through research**, capable of improving both organisations and society as a whole.



## Our values: human quality and academic excellence

The Esade community is committed to **promoting a set of values that are consistent with human quality and academic and professional excellence**, values that it aims to place at the service of the local and global society of which we form a part. The values approved by the Board of Trustees of the Esade Foundation on 24<sup>th</sup> January 2008 are:



### Integrity

**Act with integrity in academic and professional work.** This means conducting ourselves, even under difficult circumstances, in line with such fundamental values as professionalism and hard work, decency, critical spirit, fairness and a sense of responsibility.



### Be sensitive

**Respect colleagues, all people and oneself, and be sensitive to the specific position of others.** This means recognising the dignity of every individual and being capable of supporting and assisting others in need, so as to help build a fairer and more humane world.



### Diversity

**Take a positive view of diversity and learn from the differences between people, ideas and situations.** This means understanding that differences of gender, ethnic origin, culture, language, religion, sexual orientation, physical qualities or other differences are opportunities to learn and enrich ourselves with different visions of other people, of the world and oneself.



### Contribute to the common good

**Pursue, share and contribute to the common good.** This means being aware that we cannot separate obtaining benefits for ourselves from the good of the whole community, which must therefore be reflected in attitudes of respect and responsibility towards the community.



### Fairer and more sustainable society

**Accept responsibilities and commitments in the service of a fairer and more sustainable society.** This means understanding not only what reality in fact 'is', but also what it 'should be', in accordance with the fundamental value of justice and environmental sustainability.



# Social Impact





# 02 Identity, Mission and Impact



## PRINCIPLE 1: Purpose

We will develop our students' capabilities for them to be the future drivers of sustainable value for companies and for society as a whole, and to work for an inclusive and sustainable global economy.





The Identity & Mission Unit **promotes horizontal initiatives to ensure that the educational experience of students and the professional experience of employees are more aligned with our mission.**

2.1

## Identity

The Esade mission is to promote teaching and research in the fields of business and law, so as to contribute to people's scientific, social and human education, characterised by:



A high level of professional skill.



Full awareness of their responsibility in the development of a society that promotes personal dignity.

All within the contexts of humanist and Christian traditions intercultural dialogue.

As an institution committed to building free, fairer, more humane and sustainable societies, we ask ourselves **how to be agents of social transformation and how to have a greater and better impact on those around us.** We see this as a highly dynamic and exciting process, which is also filled with challenges. One expression of this commitment to social transformation is the '**Sustainable impact: our chance to change the world together**' action plan, which began in September 2020 with the aim of developing our first institutional sustainability plan.







## 2.2

## Impact

We constantly pursue a greater and better impact on our society. During the 2020–2021 academic year, the results of this endeavour can be seen in:

- Launch of a new degree in **Transformational Business and Social Impact**.
- Launch of new continuing education programme, such as the **2030 Agenda and SDG strategic integration** programme.
- **Review of the curriculum of the Business School programmes** to identify how to incorporate sustainability within all decision-making processes in the different functional areas.
- Contribution to social debate through the **publication of 122 academic articles with an impact factor in prestigious international journals**, as well as the **Do Better platform**.
- **Creation of the Center for Social Impact** to promote rigorous and relevant research into social impact, and to disseminate knowledge and tools to help people understand and resolve the different and hugely complex global challenges that need to be addressed right now.
- **Review of all our operations and processes (with an estimate of the carbon footprint generated)** to turn our university campus into a sustainability flagship.





## 2.3

## Community

Our community is made up of a highly diverse group of people who share the goal of helping to build free, more humane, fairer and more sustainable societies. The members of the Esade community are committed to working **with sensitivity and human quality, and in favour of social and environmental justice.**

### *We build community through dialogue*

A dialogue that we develop with openness and profound respect for differences, which we recognise as a source of personal and communal enrichment.



In order to develop this dialogue, we facilitate different spaces and times for our community to meet up as a whole. Below, we've set out a number of the initiatives undertaken over the past year as an example of this effort and will:

#### 2.3.1 'COMMUNITY BUILDING' CYCLE OF CONVERSATIONS

The conversations proposed in this cycle focused dialogue on:

- Personal experience (life dialogue).
- The aim to build a better world together (action dialogue).
- Cultivation of our inner life through meditation, mindfulness, yoga and inner exercises (sharing our spiritual life).

**For our community, it is very important to care for each person's spiritual dimension.** This is a 'spirituality' which spontaneously evokes our inner self and self-knowledge, but also evokes a decentring from the more egocentric self, a decentring that grants us an experience of profound harmonious consideration of others and the natural world, inviting personal and communal commitment. For some people, this decentring also means an openness to transcendence, which thus generates a genuinely religious experience. It is, in short, a hugely rich **dialogue conducted through openness and genuine respect for difference and sensitivity, allowing us to adapt our approach to the religious and cultural context of the people we deal with.**



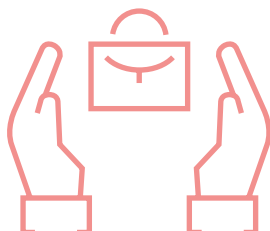
Our overarching source of inspiration is the spirituality of St Ignatius; recognising, valuing and promoting other sources of spiritual inspiration that foster personal growth. The 'Community Building' initiative promotes dialogue by welcoming and facilitating appreciation and regard for the inherent diversity of such plural contexts as ours.



## CYCLE OF CONVERSATIONS CONDUCTED DURING THE 2020–2021 ACADEMIC YEAR

### 'Inclusive working environment: Can I show myself as I am?'

Conversation between Conxita Folguera and Cristina Giménez, 29<sup>th</sup> October 2020.



### 'Enter silence to emerge towards others'

Conversation between Pep Mària and David Guindulain, a Jesuit and graduate of Educational Psychology and Theology, who now lives and works at the Cave of St Ignatius, 26<sup>th</sup> November 2020.

### 'Love and upbringing when they most need them. The challenges in bringing up teenagers today'

Conversation between Lola Bardají and Jaume Funes, psychologist, educator and journalist who has dedicated much of his professional life to the teenage world, 17<sup>th</sup> December 2020.

### 'Holistic ecology in response to the global challenges raised by the Covid-19 crisis'

Conversation between Teo Mellen and Jaime Tatay, forestry engineer and Professor of Ecology, Ethics and Social Doctrine at Universidad Pontificia Comillas in Madrid, 18<sup>th</sup> February 2021.



### 'Contemplative techno-science and how mathematical, philosophical, cognitive and computational principles help us to understand and describe the world we inhabit'

Dialogue between Pep Mària and Marco Schorlemmer, Doctor of Information Technology and scientist at the Artificial Intelligence Research Institute (IIA-CSIC), 25<sup>th</sup> March 2021.

### 'The Montserrat Trueta Human Rights Assembly'

Conversation between Maurici Rolo, Andy Trias Trueta and Montserrat Vilarrassa Monclús, members of the Assembly, an initiative led by the Catalan Down's Syndrome Foundation, 29<sup>th</sup> April 2021.

### 'Gratitude'

Conversation between Cristina Giménez and Àlex Rovira, writer, businessman, economist and Esade alumnus, 13<sup>th</sup> May 2021.



### 'Sonrisas de Bombay. The health crisis in India'

Conversation between Fran Ewald and Jaume Sanllorente, Barcelona-born writer and journalist, founder of the Sonrisas de Bombay NGO, 17<sup>th</sup> June 2021.





### 2.3.2 FIRST YEAR EXPERIENCE

Programme intended to facilitate the integration of students when they join, helping them to adapt to a new academic context by suggesting co-curricular activities. These activities help new students meet their peers, while also offering emotional and personal support, with a positive impact on their academic success and personal development. It comprises the following activities:



- Induction programme.
- Individual and group meetings.
- Cultural outings.
- Outdoor spiritual and mindfulness events, yoga sessions and meditation.
- Proposal to travel the Way of St Ignatius.

During the 2020–2021 academic year, because of social distancing and the restrictions derived from the pandemic, the cultural outings and outdoor spiritual and mindfulness events were cancelled.

#### First Year Experience activities during the 2020–2021 academic year

##### Soft Landing at Esade

In September 2020, the BBA programme organised a pre-programme delivered online to help Esade students integrate within the context of isolation resulting from the Covid-19 pandemic.

The I&M unit organised a 4-session online workshop to allow the students to:

- Get to know one another.
- Understand our mission and our values.
- Identify the support structures and individuals who can accompany them throughout their experience at Esade.

**278 people** registered.

##### Mentoring programme

This programme involves teaching and administrative and service staff from a number of units, and is intended for first-year students on the degree courses delivered at the Law and Business Schools.

**329 people** took part.

##### QuBi (Quality Biography)

Programme offered to all students in their first year of a degree course (Business and Law Schools) to motivate individual and small-group reflection on their personal biography and other fundamental issues of meaning.

**18 people** took part.





### 2.3.3 WORKING GROUPS ADDRESSING OUR EDUCATIONAL MISSION

Organised into working teams, we reflect on our educational mission and how to lead actions helping to extend it in practice. During the 2020–2021 academic year, four working teams that began the previous year were continued (ApS, Ignatian Pedagogy, Rethinking Business Education and Jesuit Higher Education, Interreligious Dialogue, Secularisation and

Humanism), along with another dedicated to the curricular review of the different programmes delivered at Esade within the context of the development of the sustainability plan.



**These working groups serve as forums for conversation and co-creation, involving the entire Esade community. They are also platforms for networking,** where Esade faculty members work together with their counterparts at other establishments belonging to the UNIJES (Network of Jesuits Universities of Spain) and the IAJU (International Association of Jesuit Universities).



## Actions to roll out the mission in the field of teaching



## Results

<b>ApS Working Group</b>	<p>This team works on the institutionalisation of service-learning ('Aprendizaje-Servicio', or 'ApS') at Esade, which it defines the characteristics required for a subject to be classified as 'ApS', along with processes and support for faculty members to extend this teaching methodology to a greater number of subjects.</p>	<p>This working group involved <b>20 people</b>.</p> <p><b>5 new</b> optional subjects with the ApS format, the number having increased from 4 subjects in 2019–2020, to 9 over the course of the 2020–2021 academic year.</p>
<b>Curriculum – Sustainability Plan Committee</b>	<p>A team made up of 14 people.</p> <p>The main goals were:</p> <ul style="list-style-type: none"> <li>→ Identify how sustainability is being addressed in the core subjects of the official programmes at the Business School.</li> <li>→ Identify areas for improvement in each of the existing knowledge areas.</li> </ul>	<p><b>A report was drawn up to underpin the creation of the sustainability plan</b> along with conversations conducted within each academic department.</p> <p>This involved <b>12 professors</b> and <b>2 students</b>.</p>
<b>Working group focusing on Ignatian pedagogy (UNIJES)</b>	<p>The purpose is to develop educational methodology guides helping to develop Ignatian pedagogy in various fields: service-learning, problem-based learning, project-based learning, challenge-based learning and debate.</p>	<p>2 professors were involved, with <b>4 professors continuing in the next phase</b>.</p>
<b>Rethinking Business Education working group (IAJU)</b>	<p>The members of this working group are reviewing the current degree and postgraduate curriculums. They are also discussing how management education can promote more sustainable capitalism, capable of addressing our society's challenges.</p>	<p>The team drew up a working paper and organised a number of events involving over 150 professors from different institutions around the world. A funding round was also promoted to finance the production of educational materials.</p> <p>This team involves the <b>Dean of the Business School, and the Director of Identity &amp; Mission</b>.</p>
<b>Jesuit Higher Education, Interreligious Dialogue, Secularisation and Humanism working party (IAJU)</b>	<p>The purpose of this project is to pursue a reflection on the challenges and opportunities that secularisation and religious diversity raise in Jesuit higher education.</p>	<p>It involves <b>5 professors</b>.</p>



## 2.4

# Development of the sustainability plan

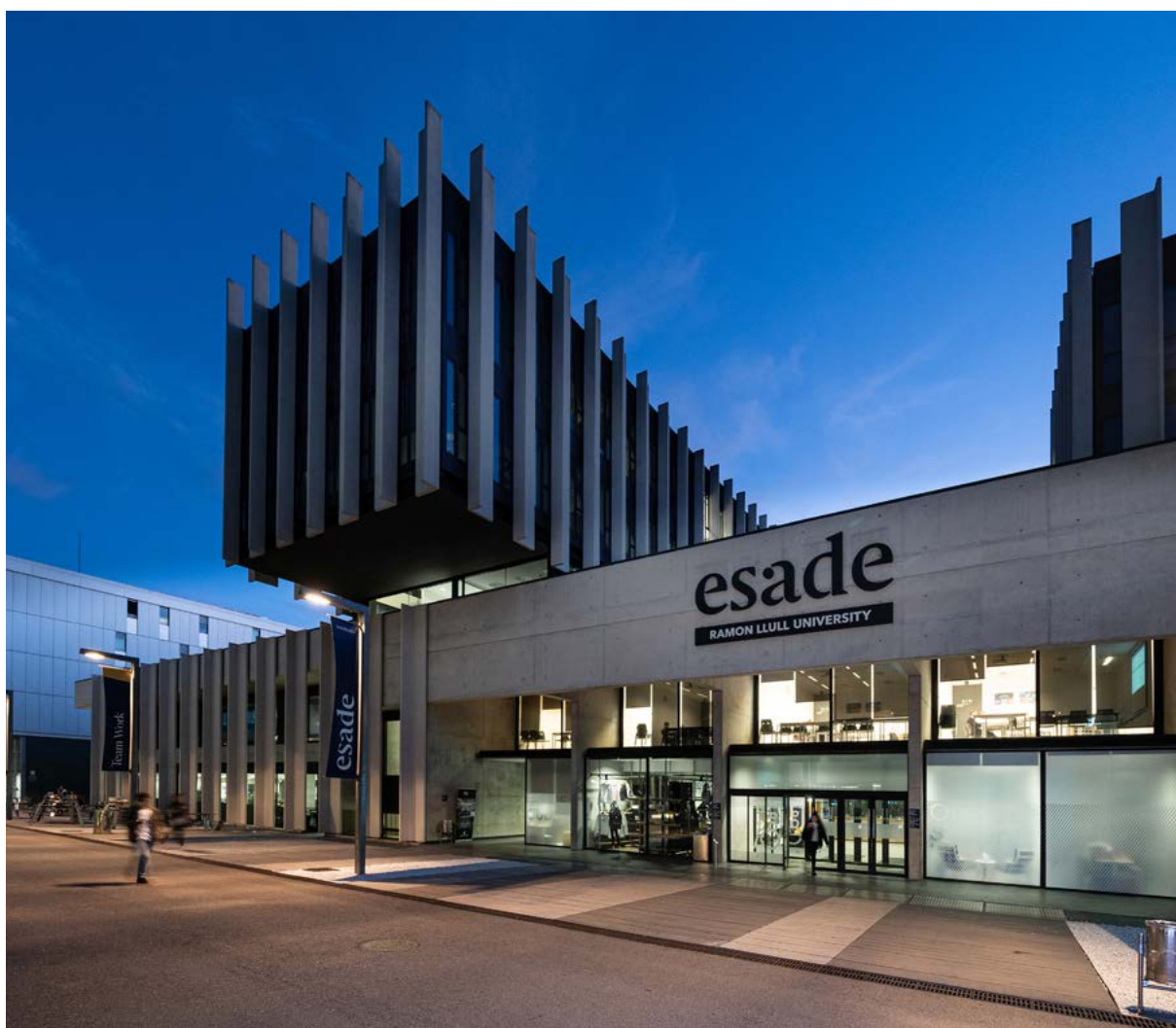
During the 2020–2021 academic year, the Esade community has been hard at work to implement the development of our first institutional sustainability plan. This means accepting and taking into account the consequences of one's own decisions and their effect on fairness at organisations and within society, on both local and global levels.

We have, to this end, deployed an action plan that was approved by the Executive Committee in July 2020, involving a great many people from our community – 338 including teaching, administrative and service staff and students, alongside 11 stakeholder groups.

### Action plan phases:







**Adopting a horizontal and responsible approach to sustainability throughout an institution** likewise represents a unique opportunity to develop a participatory culture involving all of us, helping us to contribute to overcoming the challenges we face as a school and as citizens.

What is known as the **Change Leader Group** has been set up for this purpose, comprising a coordinating group, an advisory board, a technical operations and processes committee and a technical curriculum review committee, involving 56 people in total.

The action plan to develop the sustainability plan comprises three stages:

1. **Training of the community and development of new capabilities.**
2. **Participatory internal and external diagnostic process.**
3. **Visualisation of our future.**

The Sustainable Development Goals of the 2030 Agenda are the roadmap that will lead the entire institution to engage more in issues of social justice, quality education, climate action and responsible consumption, among other aspects, thereby offering new opportunities to continue generating a positive impact in the relevant academic, professional, social and environmental dimensions.





The first two stages were implemented during the 2020–2021 academic year.

## PHASE I: Training of the community and development of new capabilities

### Workshops for the community

(October 2020–March 2021)

The workshops delivered for teaching and staff provided us with the required baseline of shared understanding of the concepts of sustainability, the 2030 Agenda and the Sustainable Development Goals. These workshops likewise allowed us to reflect on our impact on the planet and on the role we wish to play in building a fairer and more sustainable society.

A total of **13 editions of the workshop** were delivered. Each edition comprised **4 sessions**:

- Environmental disruption.
- The 2030 Agenda and the SDG.
- The 2030 Agenda and business schools.
- How to ground the SDGs at organisations.

In total, **198 members of our community took part, with a degree of satisfaction of 4.48 out of 5.**

### Staging of the first Sustainability Week

(April 2021)

The first Sustainability Week was organised with the collaboration of various **student associations** and Esade Alumni. It was open to the entire community and featured more than **30 events and activities focused on the UN Sustainable Development Goals.**

**553 members of the Esade community took part** (students, alumni, professors and admin staff).

The various initiatives included conferences, debates, a cinema forum, competitions and workshops addressing sustainability, equality, social impact and the environment, as well as an art exhibition, an escape room and a beach cleaning day.

## SDG 3: GOOD HEALTH AND WELL-BEING

During the Sustainability Week, we dedicated one day to SDG 3 to inspire, motivate and encourage all our community to live a healthy lifestyle. The activities on offer focused, above all, on the issue of self-leadership and how to establish routines to make us more resilient. Other key features included healthy nutritional habits, sporting pursuits and meditation.





## PHASE II: Participatory internal and external diagnostic process

### Calculation of the carbon footprint, scopes 1, 2 and 3

(February – November 2021)

In order to identify those activities accounting for the greatest emissions of greenhouse gases, and to define specific actions to reduce them, we calculated our carbon footprint.

### Curriculum review

(October 2020 – July 2021)

In October 2020, the curriculum review committee was set up, comprising faculty and students. **The committee reviewed our programmes with the aim that sustainability should not only be present in specific subjects, but as a horizontal element across all areas of knowledge** (Strategy, Finance, Operations, Marketing, People Management, etc.) Thus, we not only launched new programmes such as the Bachelor in Transformational Business and Social Impact, but also reviewed all our programmes to ensure the presence of sustainability as a core horizontal element.

### Creation of the Diversity, Equity and Inclusion ('DEI') working group

(November 2020 – July 2021)

This working group involved **16 Esade members** (students, professors and admin staff) to identify areas for improvement in terms of diversity and inclusion, indicating guidelines to generate an action plan and to promote an inclusive culture.

### Materiality analysis

(February – July 2021)

This process involves an in-depth dialogue with a number of our key stakeholders, the central aim being to determine the sustainability issues we need to prioritise in our strategic approach. This involved conducting 13 focus groups, 9 interviews and 3 surveys.

The information gathered will serve to complete the design of the sustainability plan development strategy. The next phases will begin during the coming academic year, in September 2021.





# 03 Education



## PRINCIPLE 2: Values

We will incorporate global social responsibility values within our academic activities and study programmes, as described in such international initiatives as the UN Global Compact.



## PRINCIPLE 3: Method

We will create educational frameworks, materials, teaching processes and environments to enable **effective learning experiences for responsible leadership.**



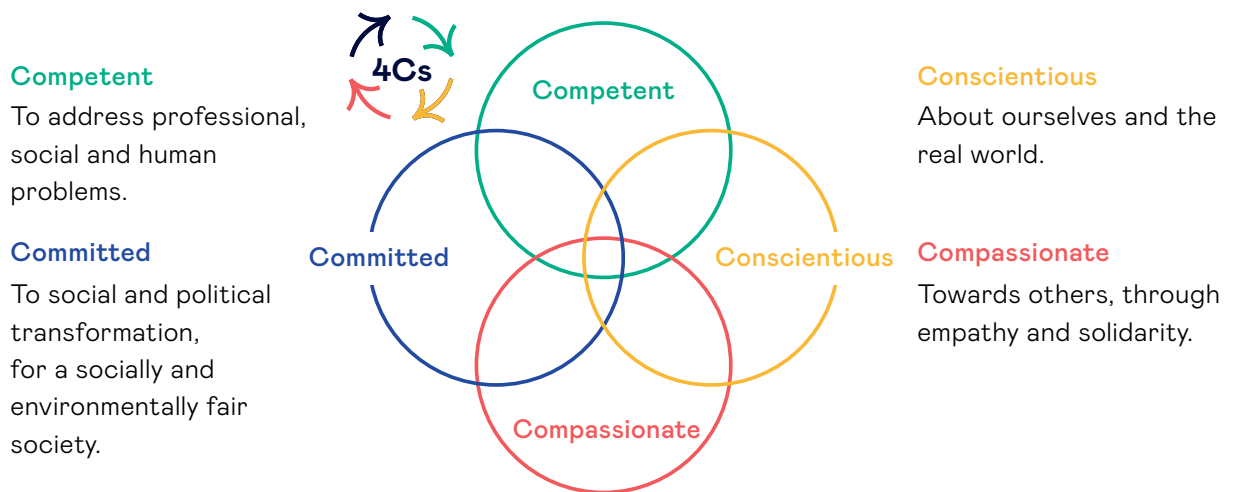


The Esade mission is to train competent, conscientious, compassionate and committed people through a highly experiential educational approach which incorporates far-reaching reflections, allowing us to consider ethical dilemmas and values in our decision-making.

### 3.1

## Educational model: Competent, Conscientious, Compassionate and Committed Professionals

Our educational model, based on Ignatian pedagogy, aspires to train people and professionals who stand out for their human and technical excellence. We aspire to train conscientious, competent, compassionate and committed people and professionals.



Our pedagogy is procedural and experiential, with far-reaching reflections helping to develop critical capacity and decision-making. Our style of teaching is based on the approach of Ignatian spirituality: personal accompaniment. Through peer-to-peer dialogue, active listening and conversation, we encourage students to discover the next steps they could take.





## 3.2

## Experiential pedagogy service-learning (ApS)

Jesuit universities define **service learning** (known as 'aprendizaje-servicio', or 'ApS', at Esade) as a teaching and learning methodology which aims to perform an effective service for the community and to develop critical reflection on the part of students, focused on the pursuit of social justice.

Esade has made a commitment to promote this **methodology**, which has acquired considerable importance at higher education establishments, as a way of developing a sense of responsible citizenship. The idea is to offer a **transformative educational experience**, based on collaborative

work with, for and in the community, so as to contribute towards the **common good by resolving social and environmental challenges**, putting the relevant knowledge acquired in the classroom into practice.

**This methodology** is present in different subjects available to students, as well as such other initiatives as the SUD programme.

### 3.2.1 SUBJECTS WITH APS METHODOLOGY

At Esade, we promote an educational experience based on collaborative work in and with the community. The aim is to contribute to the common good by addressing social and environmental challenges. An innovative and transformative pedagogical focus based on resolving challenges in real settings helps develop personal and professional skills and competencies. Experiential learning promotes in-depth reflection, commitment and responsibility, working to promote social transformation and the creation of a fairer world. Here you have the subjects:

Programme	ApS subjects
9 subjects on the Bachelor of Business Administration (BBA)	<ul style="list-style-type: none"> <li>→ ELS: <i>Social Marketing</i></li> <li>→ Marketing &amp; Society: Values, Change and Social Impact</li> <li>→ A window onto Latin America I and II</li> <li>→ Resolution Methods of Complex Problems, Application to NGOs</li> <li>→ ELS: Communication in public</li> <li>→ Addressing Global Challenges</li> <li>→ Financial Analysis for Non-Profit</li> <li>→ Everyday Innovation</li> <li>→ Value-Based Leadership</li> </ul>
2 subjects on the Grado de Derecho (GED)	<ul style="list-style-type: none"> <li>→ A window onto Latin America I and II</li> <li>→ Social Responsibility workshop</li> </ul>
1 subject on the Masters of Sciences (MSc)	<ul style="list-style-type: none"> <li>→ Managing Development in Emerging Countries</li> </ul>



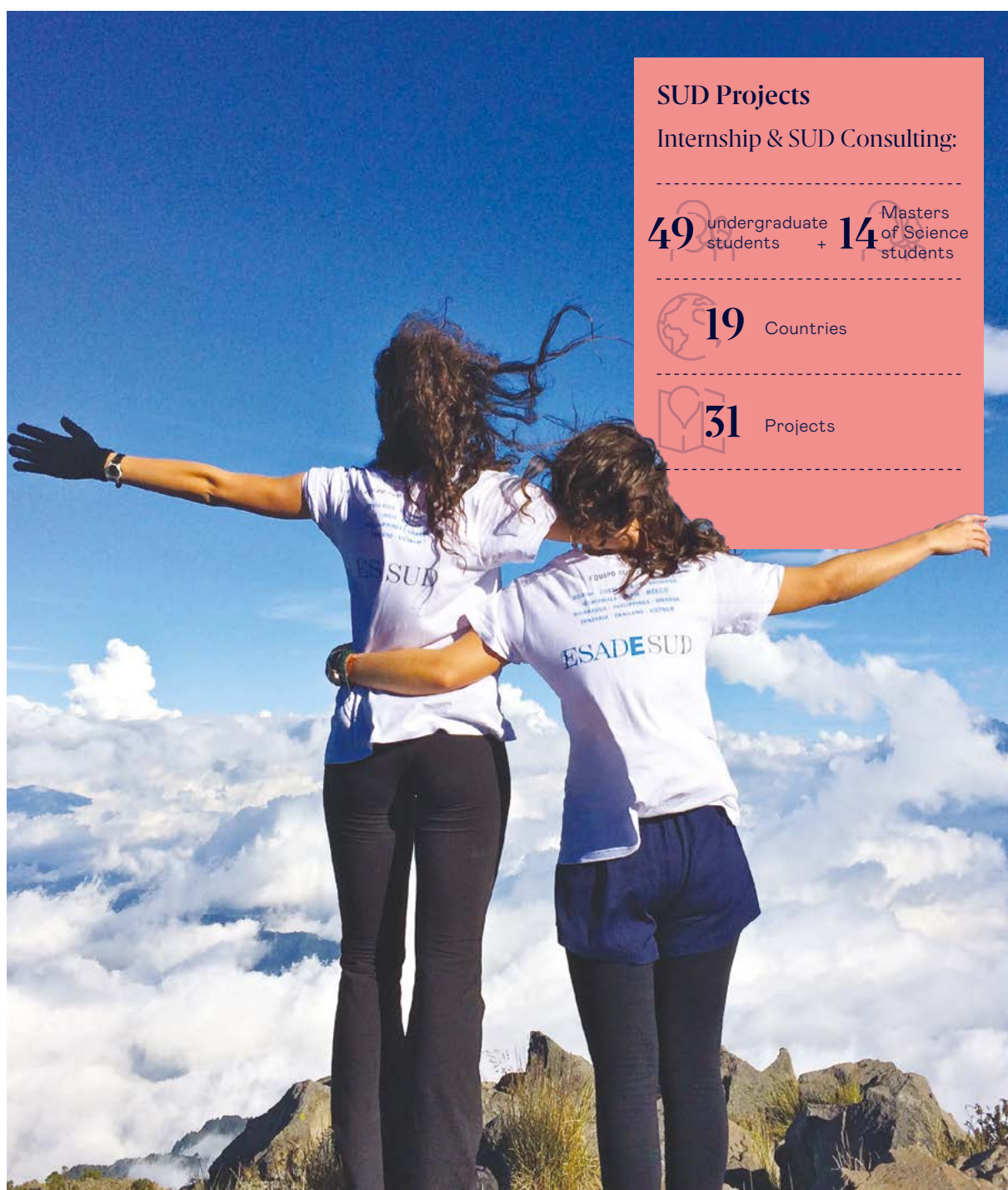




### 3.2.2 SUD PROGRAMME AND TOGETHER PROGRAMME

Esade SUD is the service that coordinates initiatives to forge bonds of solidarity with the community. Our ties are based on excellence in promoting justice and sustainable economic development, from the perspective of protecting individual and collective rights. The SUD Internship programme is offered to students on our business administration, law and global governance degree courses.

Despite the impact of Covid-19 in all countries, during the 2020–2021 academic year, 63 students travelled to 19 countries to implement entrepreneurship, social consultancy and legal support projects. The SUD programmes also established a presence, for the first time, in the Dominican Republic, Mozambique, Nigeria, Eswatini, Panama, Ghana and Europe.





## Main SUD Internship & SUD Consulting PROJECTS



### Marketing plan for the Altos de la Caobita eco-hotel (Dominican Republic)

Esade SUD has launched its first initiative in the Dominican Republic with a marketing project for an eco-hotel promoted by the local community in San Pablo. The students' aim was to set up a marketing plan to position the Altos de la Caobita eco-hotel on the eco- and rural tourism map in the district, close to the southern border with Haiti.



### Generation of reports on violence suffered at the border by migrant persons: No Name Kitchen NGO (Bosnia)

Esade SUD has also begun operations for the first time in a number of European countries. These include Bosnia, where one student worked together with the No Name Kitchen NGO, helping to draw up border violence reports for the organisation in connection with the violence and needs suffered by migrants when attempting to enter countries of the European Union.



### Data analysis of the first 'El gran recapte' online campaign and campaign deployment strategy proposal for 2022 (Food Bank, Spain)

Another of the projects in Europe was the analysis of the successful online campaign 'El gran recapte'. Given the predominantly in-person nature of the campaign (conducted at markets and supermarkets, and mobilising thousands of people), switching to an online format during the pandemic imposed certain limitations. The task was to analyse the campaign data so as to propose a strategy for the deployment of the campaign for 2022.



The Together programme is an initiative in which students and alumni dedicate a few months of their lives to work on underpinning social and charitable economic initiatives in developing countries. Despite the limitations caused by the pandemic, during the 2020–2021 academic year, two new projects were launched within the context of this programme, with 5 alumni joining

as charitable consultants. The first project supports entrepreneurship training for women in rural environments and the improvement of medical centre management in south-western Guatemala. The second project is in support of the founding of a cocoa producer cooperative in Brazil.



## 3.3

## Educating in values: subjects with content comprising ethics, corporate responsibility and sustainability

We will be incorporating the values of global social responsibility within our academic activities and study programmes. The Department of Society, Politics and Sustainability and the Esade Social Innovation Institute are involved as horizontal elements in Esade educational programmes, and among other things, deliver the following subjects:

- Business in Society
- Managing Sustainable Impact
- Corporate Social Responsibility
- Ethnographic Sensibility as a Tool for Social Change
- Dignity, Resistance & Social Change
- Business Ethics & CSR
- Social Thinking
- Business, Government & Society
- Technology for Social Impact
- Big Data, Regulation & Ethics
- Sustainability, Business & Values
- Re-Imagining Capitalism: Alternatives for the 21<sup>st</sup> Century
- Human Beings & the Power of Collectivities

### Distribution of courses concerning ethics, corporate social responsibility and sustainability within our programmes:

Business School	No. of subjects	Core	Electives
<b>Bachelor in Business Administration (BBA)</b>	28	3	25
<b>Masters of Sciences</b>	19	5	14
<b>MBA Master in Business Administration</b>	21	8	13
Facultad de Derecho	No. of subjects	Core	Electives
<b>GED: Grado en Derecho</b>	10	1	9
<b>GBD: Doble Grado en Dirección de Empresas y Derecho</b>	10	1	9
<b>GDL: Doble Grado en Derecho, Global Governance, Economics &amp; Legal Order</b>	9	2	7
<b>BGG: Bachelor in Global Governance</b>	17	3	14
<b>GEL: Global Governance, Economics &amp; Legal Order</b>	7	4	3





3.4

## Launch of a new degree in transformational business and social impact

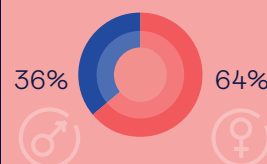


### LAUNCH OF A NEW BACHELOR IN TRANSFORMATIONAL BUSINESS AND SOCIAL IMPACT (BITBASI)

1<sup>st</sup>  
EDITION

44  
STUDENTS

27  
NATIONALITIES



This new programme aims to make students active agents for change, young entrepreneurs with a social conscience who, through the holistic acquisition of knowledge based on the disciplines of management, the liberal arts and technology, turn their knowledge into enterprises with a social and economic impact, thereby contributing to general well-being.

The final project in this programme involves creating a start-up with social impact.



## How have we applied our teaching style to the new Bachelor in Transformational Business & Social Impact?

Learn to learn, learn to innovate and learn to think

### Develop cognitive skills for entrepreneurship

This new programme includes 11 subjects designed to develop cognitive skills for entrepreneurship and innovation, helping students to become leaders, innovators and broad-minded thinkers, who are adaptable to multiple disciplines. The methodology of the module is based on scientific research into learning.

### Solve challenges in the real world connected with the UN Sustainable Development Goals (SDGs)

Each project within the programme will be based on one of the 17 specific SDGs, providing the opportunity to research and explore in depth the challenges of the 21st century, tackle the climate crisis, while guaranteeing the prosperity of both people and nature.

These projects are designed to help students maximise their learning capacity, not only during their undergraduate studies, but throughout their lives.

Once you have learned to learn, innovate and think, you will be ready to change the world.

### Socratic dialogue method and liberal arts

This module is intended to develop the personal and human capacities of all students, making them leaders capable of critical thought and able to communicate effectively with others.





3.5

## Specific education for managers and executives in the third sector

The Social Innovation Institute delivers a range of specific educational programmes intended for those with executive responsibility in the non-profit sector.

### Courses for executive managers at non-profit entities

#### NGO/Non-Profit Management and Administration Programme—22<sup>nd</sup> edition

The NGO/Non-Profit Management and Administration Programme aims to develop the executive skills of those in positions of responsibility at such organisations, to foster strategic organisational management, strengthen team leadership and attract greater economic resources to achieve a growing social impact.

The programme methodology combines theoretical sessions with practical exercises, case discussions, group reflections, debates, roundtables, etc., serving to stimulate the participants' learning.

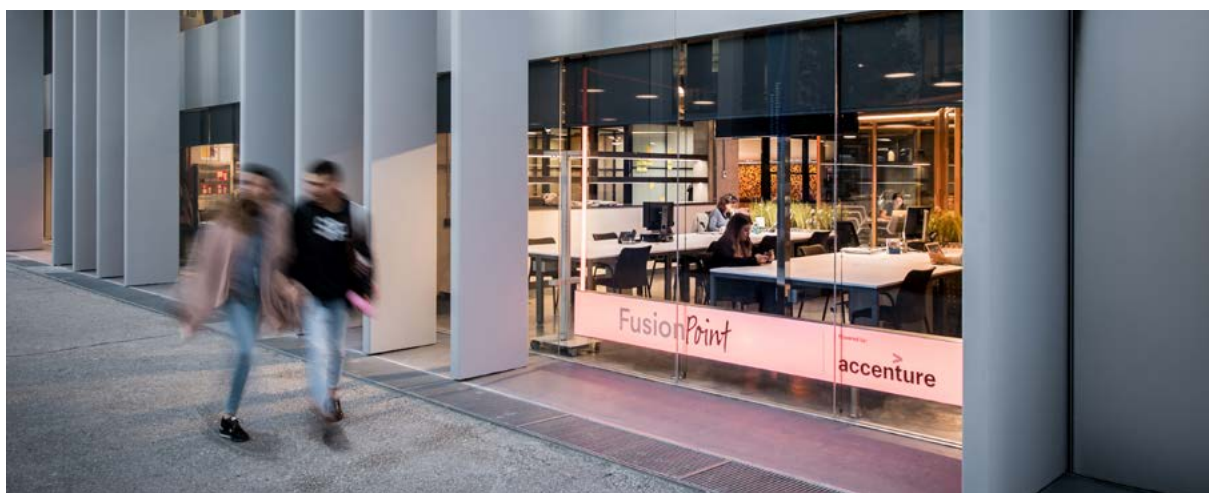
The experience, built up over 22 editions, has allowed us to construct and consolidate an educational programme capable of addressing the constantly evolving needs of professionals in the sector, while also providing the tools required for an optimal response to the challenges facing the third sector.

#### Leadership and Social Innovation Programme—15<sup>th</sup> edition

The Leadership and Social Innovation Programme aims to provide continuous information for those who have executive responsibilities at NGOs, other non-profit organisations and social enterprise initiatives. Independent but complementary modules deal with issues acknowledged as being of particular use for executives in the sector.

Social leadership, sound governance and management of organisations, strategy and results measurement, collaboration with businesses, campaigns and public impact, innovation and social entrepreneurship are among the essential issues underpinning the impact of social organisations.

This programme provides a sound conceptual basis in pursuit of innovative solutions, while also strengthening and developing the vision, knowledge, skills and abilities required to address emerging challenges and issues, and to offer leadership in uncertain and dynamic environments.







3.6

## The first Esade Sustainability Simulation challenge

**The First Esade Sustainability Simulation Challenge** represents an outstanding opportunity for training and development in the field of business management and administration.

The aim of the challenge is to generate an extracurricular educational experience focused on students from different training programmes, for them to work as a team, promoting the dissemination of the SDGs and their implications in business decision-making processes. The programme is developed together with La Fageda and in coordination with **Company Game**. The business simulator allows students to reach decisions, taking into account the UN Sustainable Development Goals.

3.7

## Launch of Executive Education programmes addressing sustainability

### CHAIR OF LEADERSHIP EDUCATIONAL PROGRAMMES IN THE FIELD OF SUSTAINABILITY AND THE 2030 AGENDA

In collaboration with Executive Education, the Chair of Leadership, for the first time, promoted two educational programmes during the 2020–2021 academic year in the field of sustainability: one in an In/On online format, 'Sustainable Management and the 2030 Agenda', and another in OPEN in-person format: 'Strategic integration of the 2030 Agenda and the Sustainable Development Goals', with the aim of training and influencing participants on responsible leadership and sustainability.





3.8

## Our scholarship programme

The scholarship programme is one of our strategic projects, and the proof of our firm commitment to promoting diversity and equal opportunities in the classroom. Under this programme, 296 brilliant students lacking sufficient economic resources had the chance to study at Esade.

Esade Scholarship	
Amount allocated to scholarships (million €)	3.7 (+15.6% compared with previous year)
From private contributions	€ 1.5 million (40% of the total)
From own funds	€ 2.2 million (60% of the total)
<b>All scholarship students</b>	<b>296</b>
Bachelors	233
MBA	20
MSc	30
MUA	13

Over the course of last year, two fund raising campaigns were conducted to increase the number of individual donors:

### Be a talent believer

2020 Christmas Campaign:

Last Christmas, the challenge was planned to raise €21,000 so that one talented young person could enrol in the first year of the Degree in Transformational Leadership and Social Impact (BITBASI), the new Esade programme designed for those who dream of making a transformative contribution to society and become an agent of change. The collection objective was achieved thanks to the contributions of our professionals, faculty and collaborators.

### We know you care

Alumni Campaign, April 2021:

The second postal campaign was launched this year under the slogan '**We know you care**', addressing the entire Alumni community. Thanks to the campaign, which combined emails, social media, letters and scholarship programme ambassadors, **€50,274 was raised**.





# 04 Research



## PRINCIPLE 4: Research

We are committed to conceptual and empirical research, serving to improve our understanding of the role, dynamics and impact of organisations in creating socially, environmentally and economically sustainable values.



Esade's mission is to create and disseminate knowledge based on a critical study of existing know-how and highly scientific research of national and international relevance, helping to build a more humane global society – in other words, one with greater fairness, solidarity, sustainability and respect for difference. In this regard, much of our research focuses on ethics, CSR and sustainability.

4.1

## Value-added research: ethics, CSR and sustainability

Research into ethics, CSR and sustainability helps to improve the knowledge and impact of organisations in creating socially, environmentally and economically sustainable values, and influencing responsible leadership.

The following statistics are from the 2020–2021 academic year:

- **36% of all Esade publications** focus on issues of ethics, corporate social responsibility and sustainability.
- **31% of the articles** have an **impact factor (IF)**.
- **34% of active competitive projects** during the 2020–2021 focus on issues of ethics, corporate social responsibility and sustainability.
- **36% of the faculty members** have, over the last 4 years, published articles focused on issues of ethics, corporate social responsibility and sustainability.







## 4.2

## Selection of publications about ethics, CSR and Sustainability

Esade and its faculty members **are committed to excellence and to making a significant contribution to society, the economy, business and business management.** In all our initiatives, we stress the importance of responsibility, as clearly seen in our research efforts in all disciplines addressing social and environmental topics.

### SELECTION OF PUBLICATIONS ABOUT ETHICS, CSR AND SUSTAINABILITY

#### Articles in journals with impact factor (IF)

**Aguilera Vaqués, R.;** Aragón-Correa, J. A.; Marano, V.; Tashman, P. A. (2021): «The corporate governance of environmental sustainability: A review and proposal for more integrated research». *Journal of Management*, 47(6): 1468-1497.

Arndvisson, M.; **Collet, F.;** Hedström, P.; Johansson, A. (2021): «The Trojan-horse mechanism: How networks reduce gender segregation». *Science Advances*, 7(16): eabf6730.

**Arenas Vives, D.;** Hai, S.; De Bernardi, C. (2021): «Coopetition among social enterprises: A three-level dynamic motivated by social and economic goals». *Nonprofit and Voluntary Sector Quarterly*, 50(1): 165-185.

**Arenas Vives, D.;** Struminska-Kutra, M.; Landoni, P. (2020): «Walking the tightrope and stirring things up: Exploring the institutional work of sustainable entrepreneurs». *Business Strategy and the Environment*, 29, pp. 3055-3071.

**Awan, A.;** Murillo, D.; **Mellén Vinagre, T.** (2021): «CSR and battered women: Stakeholder engagement beyond salience?». *BRQ Business Research Quarterly*, 24(2): 160-173.

Bagur Femenías, L.; Buil Fabregà, M.; **Aznar-Alarcón, J.** (2020): «Teaching digital natives to acquire competences for sustainable development». *International Journal of Sustainability in Higher Education*, 21(6): 1053-1069.

**Casabayó, M.;** Dávila Blázquez, J.; Rayburn, S. W. (2020): «Thou shalt not covet: Role of family religiosity in anti-consumption». *International Journal of Consumer Studies*, 44(5): 445-454.

**Dumitrescu, A.** (2021): «Stakeholders and the stock price crash risk: What matters in corporate social performance?». *Journal of Corporate Finance*, 67: 101871.

**Dumitrescu, A.;** El Hefnawy, M.; Zakriya, M. (2021): «Golden geese or black sheep: Are stakeholders the saviors or saboteurs of financial distress?». *Finance Research Letters*, 37: 101371.

Figge, F.; **Hahn, T.** (2021): «Business- and environment-related drivers of firms' return on natural resources: A configurational approach». *Long Range Planning*, 54(4): 102066

**Hahn, T.;** Howard-Grenville, J.; Lyon, T.; Russo, M. V.; Walls, J. L. (2021): «Leadership forum on organisations and sustainability: Taking stock, looking forward». *Organisation & Environment*, 34(1): 3-17.

**Hahn, T.;** **Tampe, M.** (2021): «Strategies for regenerative business». *Strategic Organisation*, 19(3): 456-477.

Pagell, M.; Parkinson, M.; Veltri, A.; Gray, J.; **Wiengarten, F.;** Louis, M.; Fynes, B. (2020): «The tension between worker safety and organisation survival». *Management Science*, 66(10): 4863-4878.

**Tampe, M.** (2021): «Turning rules into practices: An inside-out approach to understanding the implementation of sustainability standards». *Ecological Economics*, 184: 106947.

Yudkin, D.; Gantman, A.; Hoffman, W.; **Quoidbach, J.** (2021): «Binding moral values gain importance in the presence of close others». *Nature Communications*, 12, pp. 1-12.





## Articles in other relevant journals

**Castelló Molina, J.** (2021): «Vendedores responsables: un valioso activo para las empresas». *Harvard Deusto Business Review*, 312, pp. 20-31.

**Moll de Alba Mendoza, I.; Montaña Matosas, J.** (2020): «Packaging sostenible: hacia envases que no dejen huella». *Harvard Deusto Business Review*, 306, pp. 20-25.

**Murillo, D.** (2020): «El decrecimiento. ¡Uy!». *Harvard Deusto Business Review*, 304, pp. 49-51.

**Romboli, Silvia** (2020): «La protección de las parejas homosexuales frente a la discriminación en la evolución de la jurisprudencia del Tribunal Europeo: pasado, presente y unas previsiones para el futuro». *Anales de Derecho*, 38(1): 1-38.

**Sancha Fernández, C.; Longoni, A.; Giménez Thomsen, C.** (2020): «The role of national culture on the relationship between sustainability practices and sustainability performance». *Journal of Management for Global Sustainability*, 8(2): 65-95.

## Book chapters

**Bartlett Castellà, E.; Varo, A.** (2021): «Energy poverty and access to justice in Catalonia». En: Creutzfeldt, N.; Gill, C.; Cornelis, M.; McPherson, R., *Access to Justice for Vulnerable and Energy-Poor Consumers. Just Energy?*, pp. 215-238. Bloomsbury Publishing.

**Casasnovas, G.; Chliova, M.** (2020): «Legitimacy trade-offs in hybrid fields: An illustration through microfinance, impact investing and social entrepreneurship». En: Besharov, M.; Mitzinneck, B. (eds.), *Organisational hybridity: Perspectives, processes, promises*, pp. 291-312. Emerald Publishing Ltd.

**Ginès i Fabrellas, A.** (2020): «La desprotección social de los trabajadores en plataformas digitales». En: Rodríguez-Piñero, M.; Todolí Signes, A.; Hernández Bejarano, M. (dirs.), *Cambiando la forma de trabajar y de vivir: de las plataformas a la economía colaborativa real*, pp. 215-248. Tirant Lo Blanch.

Seow, C.; **Parada, M.** (2021): «Biofilter: A Hungarian champion for the circular economy and stakeholder capitalism». En: Sharma, P.; Sharma, S. (eds.), *Pioneering family firms' sustainable development strategies*, pp. 99-123. Edward Elgar.

van Cranenburgh, K.; **Mària Serrano, J.** (2021): «Transparency and accountability in natural resource governance». En: Maak, T.; Pless, N.; Orlitzky, M.; Sandhu, S. (eds.), *The Routledge Companion to Corporate Social Responsibility*, pp. 242-252. Routledge.

**Vernis Domènech, A.; Austin, J. E.; Berger, G.; González, R. A.; Gutiérrez Poveda, R.** (2021): «Generating social entrepreneurship knowledge: International research collaboration on a hemispheric level social entrepreneurship». En: Wasieleski, D.; Weber, J. *Social Entrepreneurship*, cap. 1, pp. 22-57. Emerald Publishing Ltd.





## SELECTION OF RESEARCH PROJECTS ADDRESSING ETHICS, CSR AND SUSTAINABILITY

### Impacto Social – BBK

The ultimate aim of this project is to help generate relevant knowledge of how excellence is making a notable contribution to the **development of an ecosystem with a significant social impact**.

### ISS

'The impact of CSR on people management: good practices'. The aim of this study is to **analyse the impact of corporate CSR initiatives and strategies on people management policies**.

### DIGICOM



'Activism, participation and governance of digital common assets'. The main aim of this project is to **study the mechanism of governance in creating and developing digital common assets** at the creation and development stage. The initiative is also intended to study how a social movement (in this case, in support of an open and neutral telecommunications network) ends with the creation of a new market, imposing certain social and ethical principles, and combining activism with new business initiatives.

### Equal4Europe

This European project will develop and implement **gender equality plans for research institutes and universities** so as to speed up the following processes: 1) eliminating barriers to the hiring, retention and career progress of female researchers; 2) addressing gender imbalances in decision-making processes, 3) integrating the gender dimension in research and innovation content.

### Expand



This EU project will develop a set of tools to implement 'challenge-based idea accelerators', **while also setting up an initial ideas accelerator focused on homeless people**. These tools are intended for higher education faculty, providing a new practical method in response to the need for greater civic commitment, by developing problem-solving skills, and at the same time, encouraging social entrepreneurship among students.



## PrevDisc



'Preventing discrimination, social exclusion and far-right attitudes in Spain: The role of identity threat and social contact'. This project will offer a **new critical vision of the factors driving certain attitudes towards immigrants and other minorities or marginalised groups**, which predominate in the current discourse of the far right in Spain, such as towards women and Muslims.

## eWork

The purpose is to **analyse working conditions in the product home delivery sector in digital commerce in Spain so as to determine their impact on the occupational health and safety conditions of employees**. This helps us to define new ways of working in the digital service sector, taking into account aspects connected with health and safety at work, to protect workers and benefit from Spain's socio-economic context.

## Crowdwork



Crowdsourcing project in home distribution. Gathering the **perspectives of numerous stakeholders in matters connected with organisational efficiency and occupational health and safety**.

## Prejudice

**Prejudice against immigrants and sexism** in Spain: risk factors and preventive strategies.

## KIC InnoEnergy

A project supported by the European Institute of Innovation and Technology, which aspires to establish itself as an **entrepreneurial ecosystem in the areas of energy and sustainability**.

## Respond, Rebuild, Reinvent

The main goal is to **offer cities and ecosystems of the social and solidarity economy the opportunity to explore ways they could collaborate better and mutually consolidate one another** while sharing, adapting and adopting different responses to address the consequences of the pandemic.



## Regenerate! Business practices for regeneration and governance. A longitudinal study of regenerative agriculture in Spain.

In this project, we will study the incipient **development and adoption of regenerative business practices**, in other words, **commercial practices that improve and prosper thanks to the health of socio-ecological systems, within a process of co-evolution**. In clear contrast to traditional approaches to business sustainability, regenerative practices are guided by the health of socio-ecological systems. The purpose is to generate a better understanding of the process and of the contingencies of the adoption of regenerative business practices.

## Impact Investment in Spain Observatory

Impact investors seek to **generate a measurable social and environmental impact** as well as obtaining a return on their investment. In this study, we measure the size of this sector in Spain, considering impact finance as part of this. We segmented it in accordance with a number of variables, based on the impact management project, and analysed the key characteristics of each segment.

## REMISS: towards a methodology to reduce the spread of misinformation about vulnerable and stigmatised groups

The aim of this project is to **better understand the phenomenon of the spread of fake news from start to finish, from the perspective of the victims of the misinformation**. Validation of the results will focus on two scenarios with the aim of putting the solution to the test in particularly critical situations: elections (moments when polarisation grows) and migration crises (because of the stigmatising effect on the migrant population).

## Leverage instruments in health and safety at work.

Taking as a reference point the activity of the EU's European Agency for Safety and Health at Work with regard to the issue of facilitating compliance, this proposal offers knowledge based on research into the practical application of leverage instruments and initiatives in both sectors that can be used by political leaders as well as companies and other stakeholders in the agri-food and construction sectors.



4.3

## Awards and accolades



Daniel Blaseg

Roman Herzog Social Economy Market Research Award

Roman Herzog Research Institute  
October 2020



Marco Bertini

Marco Bertini, together with Stefan Buehler, Daniel Halbheer and Donald R. Lehmann Winner of the 2021 Research Relevance and Rigour Award

Swiss Marketing Academy  
«Carbon Foot-Printing and Pricing Under Climate Concerns».  
*Journal of Marketing*



Adriana Dumitrescu & M. Zakriya

Finalist for the 4<sup>th</sup> Bankinter Business Ethics, Corporate Social Responsibility, Corporate Governance and Sustainability Award







# 05 Social debate



## PRINCIPLE 6: Dialogue

We will facilitate and support dialogue and debate among educators, companies, the government, consumers, the media, civil society organisations and other stakeholders on critical issues connected with global social responsibility and sustainability.





**Social debate forms an inherent part of Esade's identity and mission.** True to its foundational mission, this year, it once again positioned itself as a leading forum through **91 events**, staged both in-person and in hybrid or digital formats, **involving 12,012 people**.

Particular mention should also be made of the fact that during the year, **4,149 subscribers** joined the Esade YouTube channel, allowing them to participate in various events, explanatory talks, etc., making this an important channel of debate for our institution.

The most notable events during this academic year are set out below:

### Opening ceremony of the 2020–2021 academic year

Esade launched the new academic year amid exceptional circumstances as a result of the pandemic and the health and economic crisis. The opening lecture, 'The need to get back to essentials' was delivered by anthropologist and Jesuit theologian Javier Melloni.

### Social Innovation Institute (IIS)

#### → Conference cycle 'Connecting Through the Workplace'

Particular mention should be made of the event 'Social Sustainability: placing people centre stage', moderated by Ignasi Martí.

#### → Workshop: 'Social Movements, Markets, and a Commons-based Approach in the Digital World'.

#### → Conversation with UNICEF: 'The impact of Covid-19 on childhood', conversation with Lorena Cobas

### Enterprise Institute (EEI)

Launch of the Practical Community for Measurement and Management of the Impact of Foundations with the support of BBK. Over 100 professionals from 50 foundations, as well as external experts, shared their practices and knowledge.

### Chair of Leadership and Sustainability

Presented at CaixaForum in Madrid and the Palau Macaya in Barcelona. The report highlights the role of SMEs as essential drivers of change to achieve a genuine transformation, engaging all of society. It also evaluates the evolution of the contribution made by Spanish listed companies to the 2030 Agenda, focusing on materiality analysis.

### Esade – SERES Foundation Cycle

This edition analysed the following aspects: the impact of CSR on company competitiveness; public-private partnerships as a model for collaboration to address social challenges; the new challenges of business leadership and the impact of social innovation at companies.



# 06 The Esade community and its stakeholders



## PRINCIPLE 5: Society

We will interact with the managers of business corporations to expand our knowledge of their challenges in fulfilling their social and environmental responsibilities and to explore together effective ways of addressing these challenges.



## PRINCIPLE 7: Organisational practical placements

Our position is that our own organisational practical placements must serve as an example of the values and attitudes we convey to our students.



One of the most distinctive features of Ignatian pedagogy is the focus and care placed on people and personality, known as *cura personalis*. At Esade, this focus and care extends to our entire community.

## 6.1

# Our staff

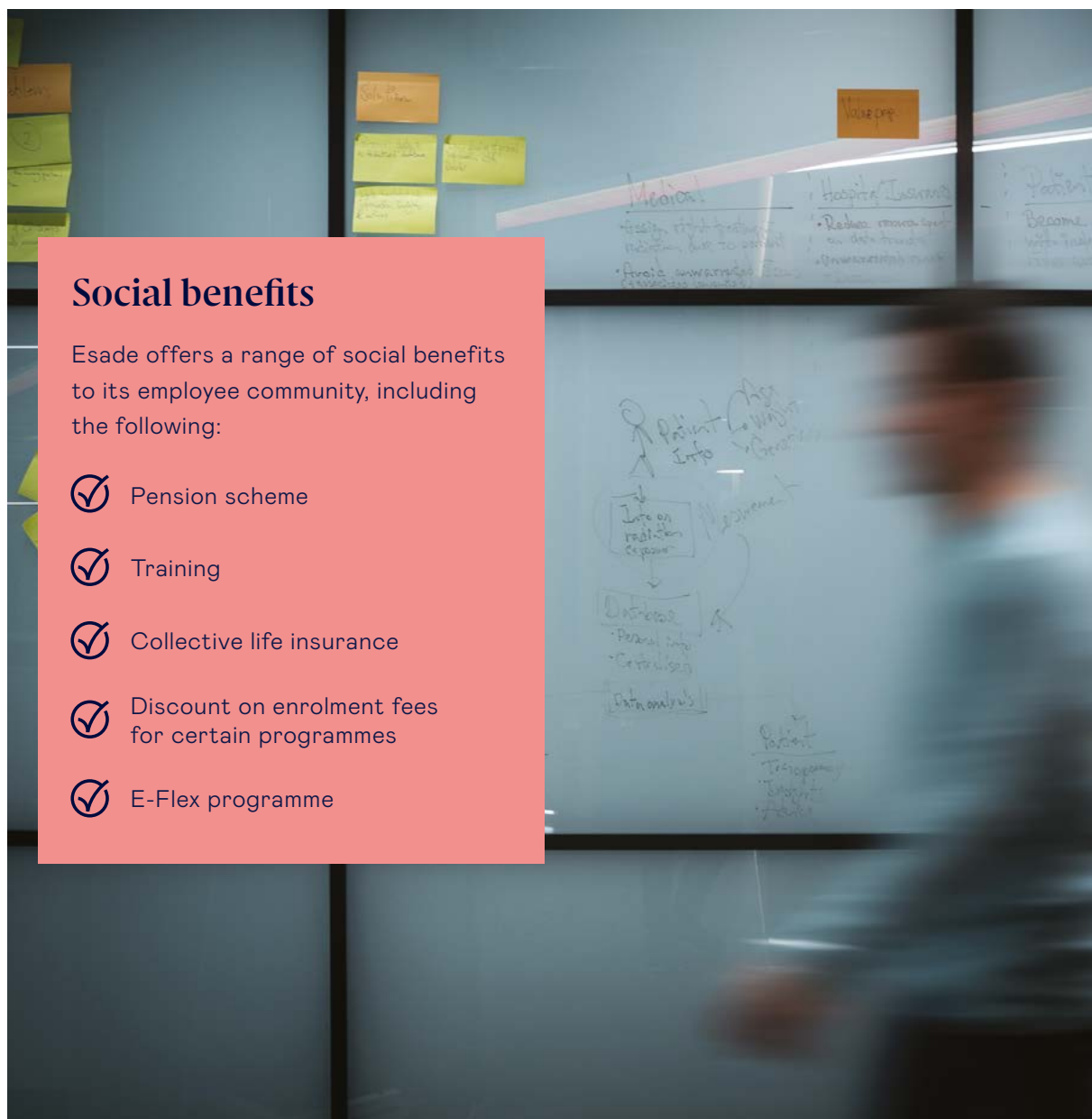
All members of the Esade community are included in the collective bargaining agreement for university education and research establishments. They are also represented before the Human Resources Department by a Works Council to address issues affecting workers. Esade likewise has an Occupational Health and Safety Committee and an Equality Committee.

To facilitate work–life balance and provide our staff with guidance, Esade **offers personalised assistance** which is particularly valuable in the case of those members of our community who arrive from abroad to work here, and need support in processing documentation or information about housing and schooling.

## Social benefits

Esade offers a range of social benefits to its employee community, including the following:

- ✓ Pension scheme
- ✓ Training
- ✓ Collective life insurance
- ✓ Discount on enrolment fees for certain programmes
- ✓ E-Flex programme





### 6.1.1 HEALTH PROMOTION AMONG OUR PROFESSIONALS

As part of our commitment to our professionals, and in accordance with the methodology based on Ignatian spirituality, focused on caring for the person, we have an Occupational Health and Safety Committee at Esade:

**BARCELONA** 4 risk prevention representatives + 4 company representatives

**MADRID** 2 risk prevention representatives + 2 company representatives



At Esade, we have found that most serious accidents leading to absence are those occurring while travelling to and from work. Last year, mobility fell drastically because of the Covid-19 lockdowns. This is reflected in the accident rates, which were far lower because they are directly related to travel.

Accident rate	2020–2021	2019–2020	% variation
<b>Total, accidents with and without absence</b>	4	8	-50%
Accidents with absence at workplaces	1	1	0%
Accidents with absence while travelling	1	2	-50%
Accidents without absence	2	5	-60%
Professional illness	0	0	0%





## Health and safety

This year, we developed the Health and Safety page on the intranet for consultation and information available to all our employees. The page contains the following information:

- **Covid-19:** protocols, information about the Covid coordinator, FAQs, etc.
- **Emergencies:** information about basic emergency measures in each building, information about the situation regarding the semi-automatic defibrillators
- **Medical examinations:** the types of medical examination conducted, the tests included.
- **Policy:** as well as the policy, the occupational risk prevention responsibilities we each have as members.
- **Company Activities:** when such coordination is required for risk prevention and how to go about it.

## Medical examinations

2020–2021

2019–2020

### Job-specific medical examinations

172

26\*

\* The pandemic affected the scheduling of annual medical examinations planned for spring 2020.

## We certify our safety protocols to address the Covid-19 pandemic

Following the validation of our Covid-19 management protocols at our facilities via Barcelona's Hospital Clínic, we decided to subject the system to a certification process with the certification agency SGS, which not only vouches for the protocols implemented, but also the suitability of our premises in terms of capacity control, signage, distribution of spaces, cleaning control, etc.

Likewise, having found that one of our community's main concerns was air quality because of the aerosol transmission of the virus, we decided **that our ventilation systems and facilities should undergo an air quality audit**. In this case, we hired Bureau Veritas. A 'Clean Air' inspection was conducted based on the ventilation system operation and maintenance recommendations of the Ministry of Health.

In both cases, the result was positive and both certificates were awarded:





## 6.1.2 TRAINING IN IDENTITY AND MISSION FOR OUR STAFF

During the 2020–2021 academic year, as in previous years, we promoted initiatives among our employees (professors and staff) to explain our identity and values to them.

Activity	Objective
<p><b>Training in I&amp;M (Jesuit Province and UNIJES)</b></p>	<p>Training designed to underpin the identity and mission. Intended for professionals of different institutions linked to the Society of Jesus.</p> <ul style="list-style-type: none"> <li>→ <b>Training in the Ignatian organisation:</b> 6 participants.</li> <li>→ <b>Training in Ignatian leadership:</b> 2 participants.</li> <li>→ <b>Training of UNIJES executives:</b> 4 participants.</li> <li>→ <b>Loyola UNIJES training:</b> 4 participants.</li> </ul>
<p><b>Values workshop (Esade)</b></p>	<p>This training is designed with a format comprising two workshops: The first workshop adopts a top-down focus to explain the origins of Esade, the life of St Ignatius of Loyola and how Jesuit values inspire the mission, values and approach at Esade. The second workshop adopts a bottom-up focus, with participants comparing the proclaimed values against the values they perceive in their day-to-day professional lives.</p> <p>During this academic year, all editions of the values workshops were cancelled due to social distance. They were resumed in 2021–2022</p>





### 6.1.3 TRAINING OF FACULTY MEMBERS THROUGH THE CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)

During this financial year, we delivered training to support our faculty in the change management required as a result of the incorporation of digital tools, helping us to deliver classes and progress towards a hybrid educational model:

Use of Zoom for video conferences



**3,972**  
user students

**137,323**  
sessions with nearly  
**923,000**  
participants

**747**  
webinars with  
**22,502**  
participants

Incorporation of institutional engagement and gamification licences: Kahoot, Mentimeter

Testing, sharing and monitoring of **collaboration and knowledge-building tools**: Mural, Miro, Padlet, Answergarden.

On-demand pedagogical consultancy to support faculty members in implementing innovation with regard to design, delivery, assessment and feedback within their subjects.

- Over 700 queries resolved and consultancy sessions delivered for the teaching team.
- Support in the implementation of faculty initiatives:
  - Got Talent. Tax Law (Diana Ferrer BBA).
  - MicroLearning Content. Statistical Inference & Data Analysis (BBA)





## 6.2

## Our students: student associations

Esade students are involved in numerous activities through student associations. Of particular note are those promoting a positive impact on society and the environment:

### Student associations at Esade

Non-profit organisation run by students based at Esade Business School, with the aim of raising awareness and generating change for sustainability in the economy and business management.

The following notable initiatives took place during 2020–2021:

- **Green Marketing Hub:** Oikos Barcelona collaboration event with AIESEC, E3, Ennova and Esade Marketing, with the aim of combining innovation, sustainability and marketing.
- **Lessons learnt from the UN COP25** with Joan Olivella.
- **Sustainability cycle:** online case competition organised by Oikos Barcelona in partnership with Oikos Lisbon and Esade Marketing Club.
- **Beach cleaning in Barceloneta:** organised in collaboration with the CIEE and Human Resource Association.
- **Participation in Sustainability Week**
- **eMotion Land:** an event debating how to achieve sustainable mobility on land together with another four associations: Esade Luxury Society, Esade Student Finance Society, Esade Motor and Ennova.
- **Curricular Change:** participation in the process of transforming our education and the campus towards a sustainable focus.
- **Positive Impact Rating (PIR):** a survey in which, for the first time, the students evaluate their own business school in terms of its positive impact.

Oikos  
Barcelona

180  
Degrees  
Consulting

**Organisation committed to helping social entities and NGOs achieve their full potential and maximise their social impact.** This involves offering *pro bono* consultancy services for organisations making a significant difference within their communities. Through individual projects, our student consultants support these organisations by improving their financial sustainability, helping them to operate more effectively, measure their social impact, etc.



The E3  
Initiative

Association responsible for **promoting enterprise among Esade students.** To this end, it organises events such as TEDxEsade, Startup Turbo, workshops, conferences, lunches, company visits and legal technology events focused on innovation, the generation of knowledge and networking, with a number of start-ups and the most notable investors in the entrepreneurial field.





6.3

## Esade Creapolis

Esade Creapolis is an enterprise and knowledge park and also a *hub* for innovation and enterprise with a social impact. The following projects are amongst those undertaken in this academic year:

### Notable projects at Esade Creapolis 2020–2021

#### Co-creation Lab for Dott: the future of shared scooters in Madrid (2021)

A project was undertaken with Dott to develop a co-creation laboratory addressing complex challenges regarding the future of shared scooters in the city of Madrid.

#### Population and healthcare resource study in Barcelona for an approach to palliative care services.

Study and generation of a report for the La Caixa Foundation to examine the arguments for and against the development of a palliative care project through the creation of its own new centre.

#### Project addressing home care and health services (2018–2021)

Coordination of a study of home care trends with technological support and a workshop to define the user profile for such services. Following on from the study, 4 key areas of opportunity for improvement were identified in home care, and a co-creation workshop was staged to seek out solution concepts and ideas in these 4 areas.

#### Collaboration agreement between Esade Creapolis and the Food+i Cluster to transform the agri-food sector in the Ebro Valley

The aim of this agreement is to activate a periodic working team to promote innovation, technological transformation and competitiveness in the agri-food sector over the coming years.

Within the context of the agreement, the first workshop dealing with emerging technologies in the agri-food sector has now been held.







## 6.4

## Other stakeholders: networks and alliances with other organisations

### Networks and alliances with other organisations

**CEMS:**

The Global Alliance in Management Education

**PIM:**

Partnership in International Management

**THEMIS:**

The Joint Certificate in International and Business Law

**CTLS:**

Center for Transnational Legal Studies

**SIGMA:**

Societal Impact &amp; Global Management Alliance

### Society of Jesus networks

Esade is a member of various associations of the Society of Jesus and maintains relations with other Jesuit universities present in over 80 countries. Networks it belongs to:



Network of Jesuit Universities of Spain  
(**UNIJS**)



Kircher Network (**Jesuit Higher Education in Europe and the Near East**)



International Association of Jesuit Universities  
(**IAJU**)



International Association of Jesuit Business Schools  
(**IAJBS**)



## Networks and organisations in social responsibility and sustainability

Esade's track record in the field of social responsibility and sustainability has intensified over the last 20 years. Commitments have progressively been established within the context of various international organisations, in particular, the following networks:



Global Reporting Initiative (**GRI**)



Principles for Responsible Management Education (**PRME**)



United Nations Global Compact (**UNGC**)



Red Española del Pacto Mundial de las Naciones Unidas (**REPM**)



Academy of Business in Society (**ABIS**)



Social Enterprise Knowledge Network (**SEKN**)



Global University Network for Innovation (**GUNI**)



Global Business School Network (**GBSN**)



Fundación SERES



# 07 Social action



## PRINCIPLE 7: Organisational practices

Our position is that our own organisational practices must serve as an example of the values and attitudes we convey to our students.





Our commitment to the development of fairer and more sustainable societies is expressed not only through our education and social debate, but also our charitable actions and initiatives, which allow us to live out our mission and our values within the community, contributing to the common good.

## 7.1

## Charitable initiatives and corporate volunteering

Through the charitable initiatives we undertake, **our aim is to raise awareness of various social issues within our community**, as well as to engage the community in this type of action.

### 2020–2021 charitable initiatives

Organisation of a charitable event within the context of the **#Esadegoespink** campaign, involving the **Save the Mama Foundation**. The goal of the campaign, which began at Esade in 2016, is to raise awareness as to the importance of medical research –in this case, into breast cancer– and to raise funds for the Vall d'Hebron Oncology Institute.

Participation in the **Mambré Foundation** Christmas campaign, catering to and supporting homeless people, which received an institutional donation of 1,200 euros.

Support for the **La Marató de TV3 Foundation** through a virtual campaign to raise funds for medical research into Covid-19.

Participation in the charity walk organised by the **Sant Joan de Déu Social Project** to raise funds for care projects intended for vulnerable groups (homeless people and those with mental illness). In previous years, a number of Esade teams had been organised, but for this edition, those taking part did so with their families or close groups of friends.

**Charity St George's Day** promoting a Rosa Solidaria initiative in support of the **Arrels Foundation**, which works with homeless people in the city of Barcelona.

Collaboration with the **Banc de Recursos Foundation**, a social organisation working to redistribute material and equipment. Esade collected a number of items of furniture to be assigned to 6 recipient social organisations for reuse: Artijoc, Asociación Ayudar a Despegar, Iniciatives Solidàries, Asociación Reto, Minyons Escoltes i Guies de Catalunya and Sant Joan de Déu.





## Collaboration with the Jesuit Universities of Central America (UCA)

As part of the agreement that Esade has with the Jesuit universities of Central America, Professors Jordi Nin and Guillermo Cisneros delivered the 'Business intelligence and leadership' workshop between 12<sup>th</sup> and 15<sup>th</sup> July 2021. The workshop was organised by the Universidad Rafael Landívar, as a virtual event. 80 academics from the 3 Jesuit universities in Central America took part: the Universidad Centroamericana in Nicaragua, the Universidad Centroamericana José Simeón Cañas in El Salvador and Universidad Rafael Landívar in Guatemala.



7.2

## Esade Alumni Social

**Esade alumni help generate a positive and significant impact in organisations and within society.** We are a global community of more than 67,000 responsible leaders sharing a firm commitment to contributing to corporate progress and to creating a fairer and more sustainable world, each through our individual positions.

esadealumni

DURING THIS  
ACADEMIC YEAR

333

alumni played an active role in free consultancy for social organisations.

OUR ALUMNI  
CLOCKED UP A  
TOTAL OF

13,320

hours of knowledge dedicated altruistically to society, benefiting a total of:



25 in Barcelona

4 in Madrid

1 in Lleida, Gerona, Seville, Valencia, Mallorca and Bilbao.

35

ORGANISATIONS





## Together project

As part of our social contribution at the international level, we use this project to promote **the generation of a productive economy in developing countries**, pursuing positive economic results and benefits for the local population and communities.

During the year, we opened 2 new projects in Brazil (CEAS) and Guatemala (FUNDAP), with alumni contributing online to overcome the difficulties derived from the pandemic. There are now 10 active Together projects.

At Esade Alumni, we worked on our first sustainability plan, aligned at all times with Esade following a self-assessment using the **BCorp methodology**.





# Environmental Impact



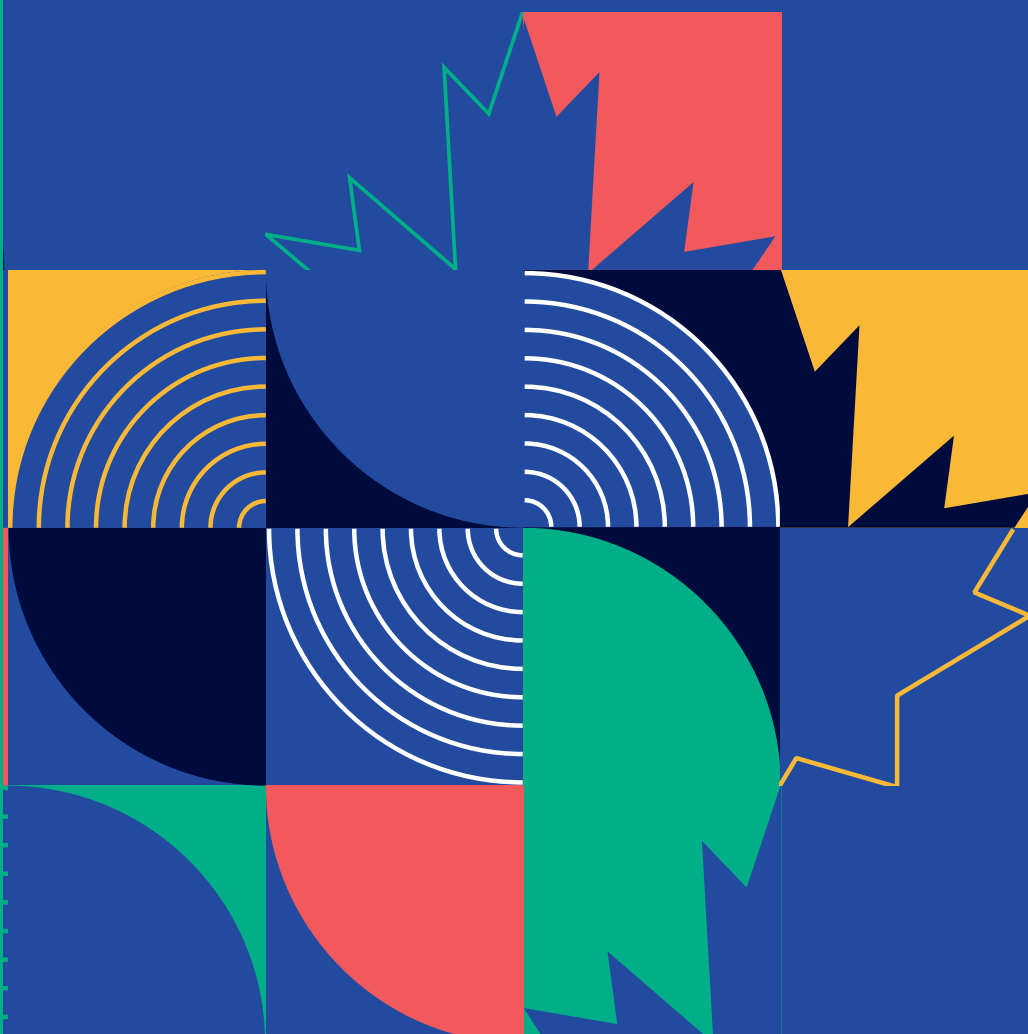


# 08 Our social commitment through environmental care



## PRINCIPLE 7: Organisational practices

Our position is that our own organisational practices must serve as an example of the values and attitudes we convey to our students.





## 8.1

## Actions to reduce environmental impact

Within the Esade community, **we strive to make constant improvements, leading us to reduce and optimise the consumption of electricity and raw materials** needed to perform our activities, while also minimising waste. We have, to this end, made progress in improving LED lighting, climate control and residual heat generation reuse, as well as raising awareness of water and paper consumption. And this, in relative terms, improves our consumption levels.

**This is our commitment to continue our efforts in this sphere and to demonstrate our interest in working for the benefit of the environment, and with our stakeholders.**

Below, we have set out the main results with regard to energy consumption, water resources and waste generation.

During the academic year, we set up a monitoring dashboard for Esade's environmental indicators, based on the GRI international reporting model.





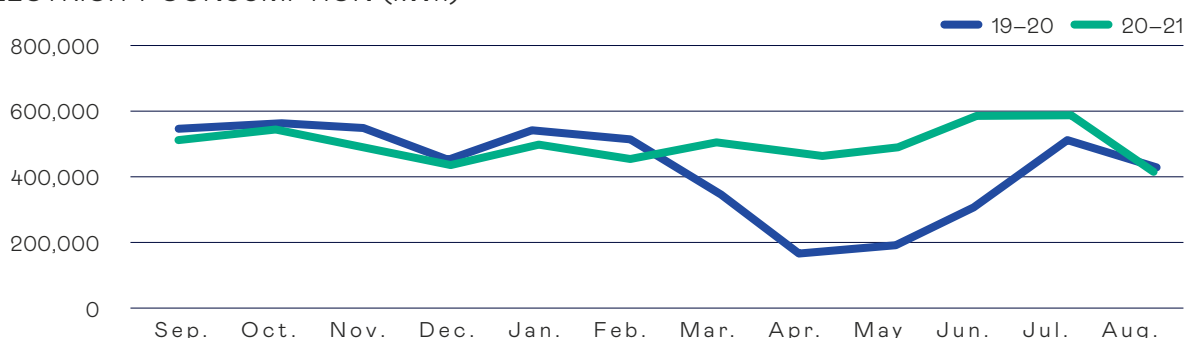


## 8.1.1 ENERGY CONSUMPTION

As may be seen in the following table, **electricity consumption** in the 2020–2021 academic year rose by 16% compared with the previous year's consumption. It is important to bear in mind that the previous year was marked by a strict lockdown because of the pandemic, which led to a significant drop in electricity consumption. Likewise, during this academic year, classes took place on a partly in-person basis, in all cases with rooms filled to more than 50% capacity, hence the overall signs of a more efficient electrical energy consumption trend.

It should also be emphasised that since May 2020, 100% of the electrical energy consumed by Esade is green, achieving zero CO2 emissions as a result of electrical energy generation.

### ELECTRICITY CONSUMPTION (kWh)



	2019–2020	2020–2021
<b>Electricity consumption* (kWh)</b>	5,142,907.1	5,978,577.2

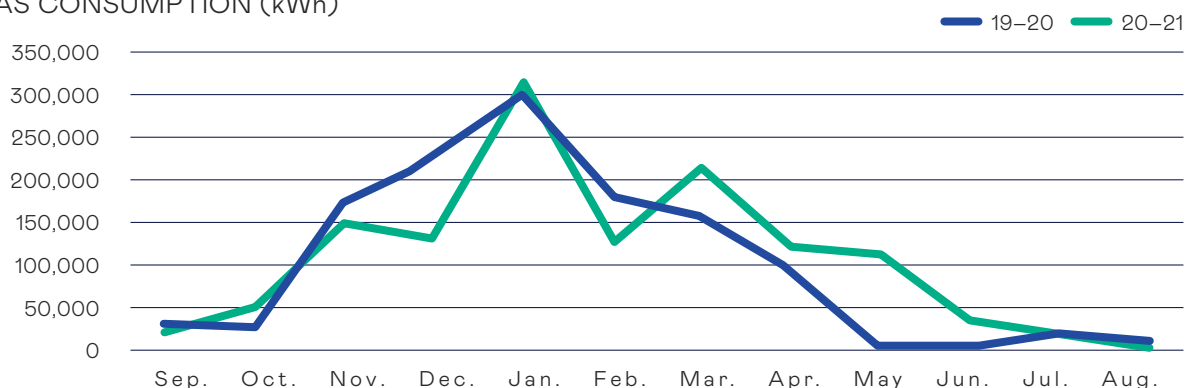
\* The figures cover the following Esade facilities: Barcelona, Sant Cugat and Madrid campuses.

**Gas consumption** increased slightly in the 2020–2021 academic year. However, as in the case of electricity, consumption efficiency has improved thanks to climate control on the premises, avoiding jumps in thermal gradient.

	2019–2020	2020–2021
<b>Gas consumption* (kWh)</b>	1,205,409.6	1,273,540.3

\* The figures cover the following Esade facilities: Barcelona and Sant Cugat campuses. The Madrid campus does not have any installation consuming gas.

### GAS CONSUMPTION (kWh)



#### Good environmental practices energy saving

Energy audits conducted at the Barcelona and Sant Cugat buildings with associated action plans to achieve reduced consumption, to be implemented over the coming academic years.





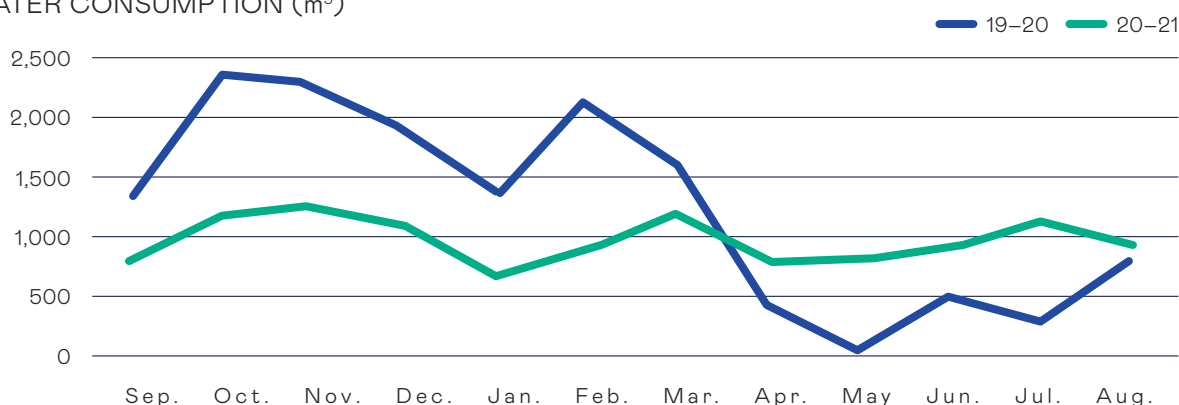
## 8.1.2 WATER CONSUMPTION

Thanks to the initiatives undertaken to optimise water consumption for gardens and irrigation, as well as the partly in-person nature of the classes, there was a significant **drop in water consumption, of 22%**.

	2019–2020	2020–2021	% variation
<b>Water consumption* (m³)</b>	15,131.3	11,751.0	22%

\* The figures cover the following Esade facilities: Barcelona, Sant Cugat and Madrid campuses.

### WATER CONSUMPTION (m³)



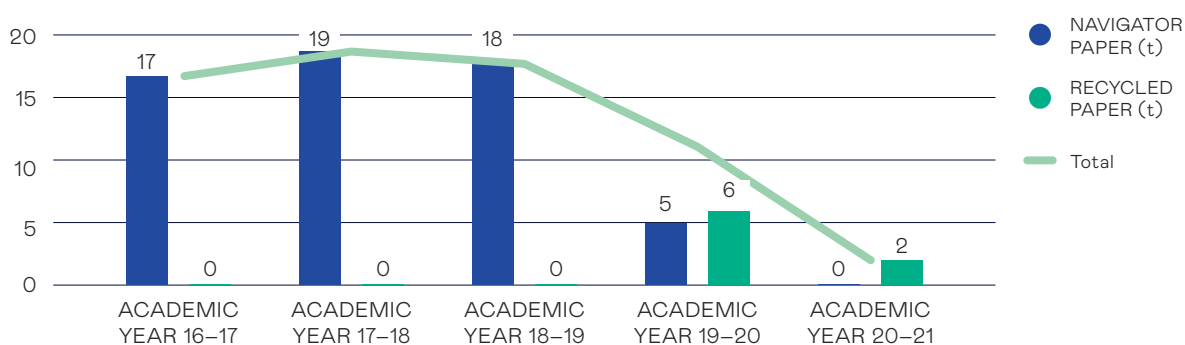
#### Good environmental practices: management of water resources

The garden areas at our buildings have been replanted, using local plants that require little water consumption

## 8.1.3 PAPER CONSUMPTION

Over the course of the 2020–2021 academic year, **we completed the process of replacing normal paper with 100% recycled paper** that began in previous years. Likewise, thanks to increased awareness and sensitivity throughout the Esade community, we have managed considerably to reduce our consumption of this resource: in the 2017–2018 academic year, we generated a total of 19 tonnes of paper consumption (not recycled). This consumption has now been reduced to 2 tonnes of 100% recycled paper, representing a **drop of 89% in paper consumption**.

### PAPER CONSUMPTION (T)





## 8.1.4 CARBON FOOTPRINT

### CO<sup>2</sup> emissions caused by corporate travel\*

Compared with the previous academic year, in 2020–2021, there was a 48% drop in emissions resulting from train travel and an 88% drop with regard to plane travel. These declines are directly linked to the mobility restrictions caused by the Covid-19 pandemic.

Means of transport	Miles		Kg CO <sup>2</sup>	
	2019–2020	2020–2021	2019–2020	2020–2021
Train	3,336,445	537,666	850,793	40,325
Plane	1,036,057	382,302	77,704	97,487
<b>TOTAL</b>	<b>4,372,502</b>	<b>919,968</b>	<b>928,497</b>	<b>137,812</b>

\* Included under indirect emissions.

### Good environmental practices: carbon footprint

We calculated our emissions for scope 1, 2 and 3 for the entire institution in accordance with the Decarbonisation projects of Universidad Ramón Llull and the Esade Carbon Footprint Calculation. These calculations will be taken into account when drawing up the action plan to be deployed over the coming years as part of the Esade sustainability plan.





## 8.1.5 GENERATION AND WASTE MANAGEMENT

The nature of our activity, undertaken within the context of academic buildings, defines the type of waste we generate, which is typically managed by the municipal waste collection service (this type of waste has no associated monitoring or registration). Other waste is transferred to authorised managers, who issue the corresponding records.

It should, in particular, be mentioned that the increase in kg is more the result of **the efforts we are making to monitor this aspect at Esade**, than a genuine increase. We should also point out that many of the categories of waste recorded here are subject to variation depending on need (for example: refurbishment works), and the fluctuations therefore make it very difficult to perform a year-on-year comparison.

Type of waste (kg)	2019–2020	2020–2021
Lead batteries	30	0
Batteries and storage cells specified under codes 160601, 160602 and 160603, and non-classified batteries and storage cells containing such batteries	25	0
Energy-efficient lightbulbs	4	0
Cardboard and paper	38,193.5	53,333.5
Empty toner cartridges	5	5
Fluorescent lamps	258	227.5
Wood	378	0
Metal	302	13
Vegetable oil	0	80
Electrical and electronic equipment (non-special)	290.5	0
Non-special inert and construction waste	0	1,360
Plastic waste	6	7.5
Glass	0	3,000
<b>OVERALL TOTAL</b>	<b>39,492</b>	<b>58,026.5</b>







### Good environmental practices: consumption of materials, waste and circular economy

Replacement of plastic cafeteria bottles with glass bottles.

Replacement of plastic bottles in the vending machines with cardboard or 100% recycled plastic.

Water can now be purchased in cans, with 52% of the profits from these sales on the part of the vending company being dedicated to protecting the ocean.

Elimination of all individual waste paper baskets and expansion of grouped waste bins in communal areas.

Elimination of paper from self-service trays.

Reuse of tree pruning waste and coffee grounds as compost.

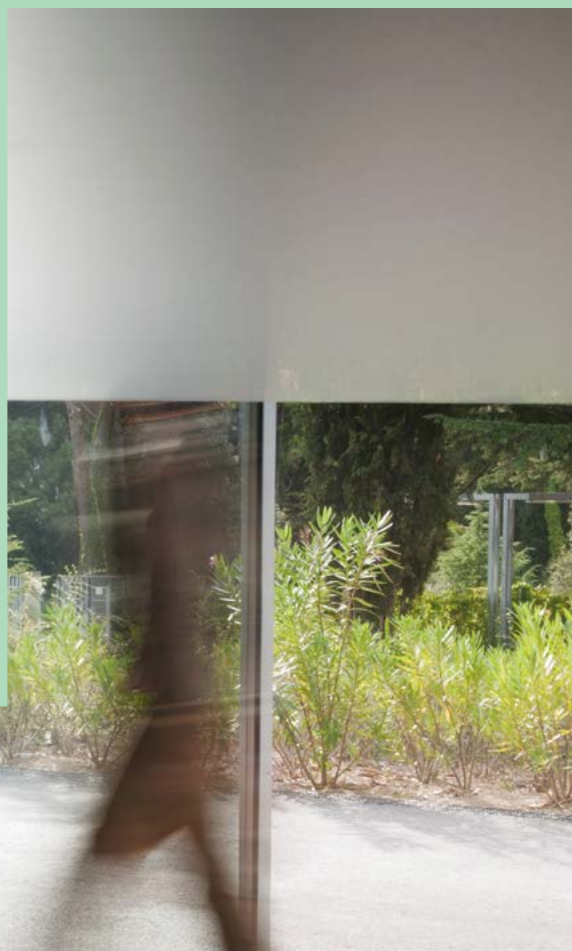
Signature of a partnership agreement with the entity Electrorecycling for the collection and reuse of electrical and electronic equipment (computers, monitors, wiring, light fittings, etc.) and installation of a collection cage in Sant Cugat.

Donation of furniture through the Fundació Banc de Recursos. The beneficiary associations have been: Artijoc S. Coop, Fundació Iniciatives Solidàries, Obra Social Sant Joan de Déu, Associació Coordinadora d'Ajuda Unida, Minyons Escoltes i Guies de Catalunya, Asociación Reto a la Esperanza and Asociación Solidaria ADE.



Cupboards	20
Desks	11
Other	17
Wheeled chairs	16
Visitor chairs	81
Sofas	8

We made a donation to the Fandema project (West Coast Region, Gambia) of 22 complete sets of IT equipment (desktop PCs, monitors and keyboards). This IT equipment will provide support for the IT classroom, where 22 women and 52 children now have the opportunity to make their first contact with the world of information technology.





## Other environmental good practices

### Movility

- We have replaced the shuttle bus service with an on-demand hybrid taxi service.
- Internal document dossiers are transported in an ECO van.
- We now have information about sustainable mobility measures for each campus on our intranet.

### Sustainability criteria in the value chain: sustainable eating

- The service requirements, and hence, the supplier's evaluation, now include the following conditions for culinary offerings:
  - Healthy
  - Sustainable
  - Using seasonal produce
  - With vegan/vegetarian options
  - Local produce/suppliers
- We staged healthy eating days in our cafeterias.
- Our vending machines stock a mix of products, including healthy options.
- To minimise food waste, we have conducted awareness-raising initiatives, such as posters placed in cafeterias. Our supplier also rationalises buffet produce, with more grilled food towards the end of the lunch hour, so as to minimise food wastage.
- 100% of the chicken used by our supplier has an animal welfare guarantee.

### Sustainability criteria in the value chain: eco-design in our buildings

- In the adaptation of the new space for the new Bachelor in Transformational Leadership and Social Impact (BITBASi), consideration was given to sustainability and circular economy criteria. We have therefore successfully included 7 products with 'Cradle to Cradle' certification, representing 96.7% of the weight of the construction work, along with a considerable reduction in associated CO<sup>2</sup> emissions (if this type of certified product had not been used, 11 times more CO<sup>2</sup> would have been emitted). The main factors monitored were:
  - Composition free of toxic products.
  - Content of recycled or rapidly renewable materials.
  - Possibility of future lives and cyclability.
  - Control of CO<sup>2</sup> emissions.
  - Use of renewable energies in manufacturing processes.
  - Appropriate management of water resources.
  - Possibility of implementing the methodology Lean2Cradle to improve efficiency and circularity of space







# Economic sustainability



# 09 Economic information



## PRINCIPLE 7: Organisational practices

Our position is that our own organisational practices must serve as an example of the values and attitudes we convey to our students.





Esade's turnover in the 2020–2021 academic year stood at €119.84M of gross revenue and €108.98M of net revenue.

The end result for the 2020–2021 financial year amounts to a **profit of €4,23 M**, a particularly noteworthy figure given the accounting loss during the previous financial year. This result was achieved thanks to the growth in revenue and the efforts to contain and reduce costs.

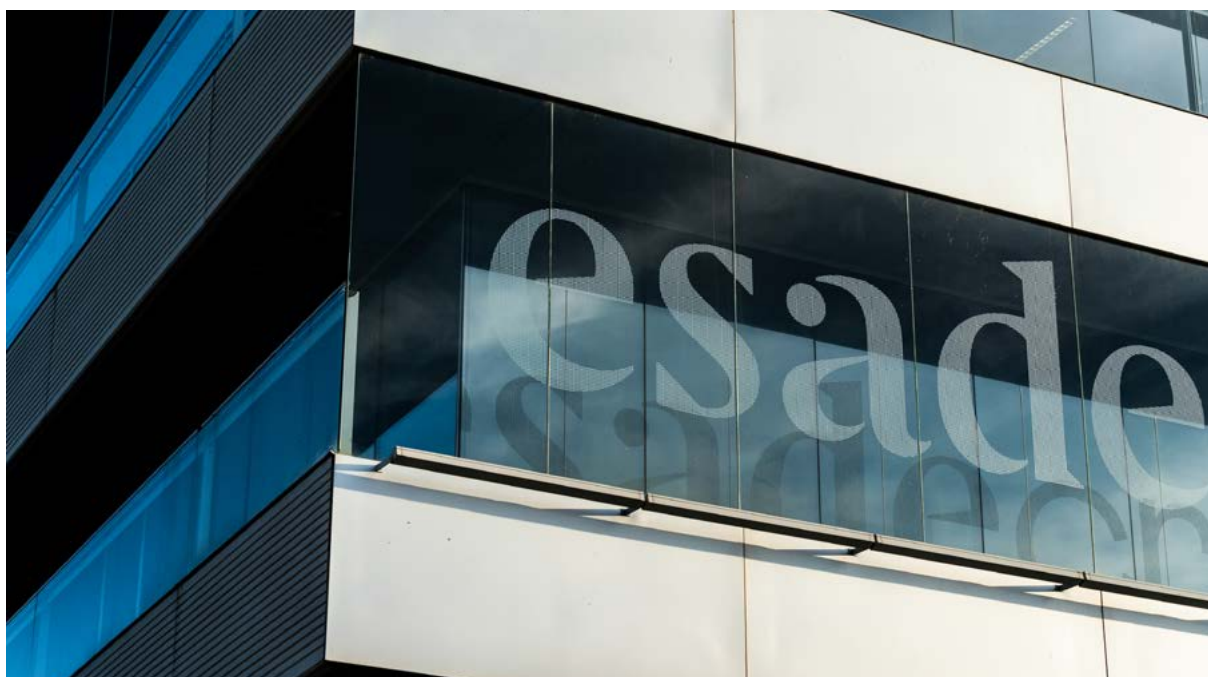
# €119.84 M

Gross Income 2020–2021

# €108.98 M

Net Income 2020–2021

Income statement (millions of €)	2020–2021
GROSS INCOME	119.84
Bonus & Discounts	-10.86
NET INCOME	108.98
Staffcosts	-55.30
Overheads	-42.41
Ebitda	11.27
Amortisation	-6.40
Financial Expense	4.87
Financial Expense	-0.64
<b>FINAL RESULT</b>	<b>4.23</b>





Assets	2020–21
Non current assets	€ 89.12M
Fixed asset	€ 81.25 M
Non-current investments	€ 7.88 M
Activo no corriente	€ 73.15 M€
Receivables	€ 12.00 M
Current investments	€ 0.21 M
Cash	€ 60.95 M
<b>TOTAL ASSETS</b>	<b>€ 162.28 M</b>

Liabilities	2020–21
Net Equity	€ 55.91 M
Endowment fund + reserves	€ 41.51M
Profit/(loss) for the period	€ 4.23 M
Grants and donations	€ 10.16 M
Non-current liabilities	€ 24.58 M
Non-current payables	€ 24.58 M
Current liabilities	€ 81.79 M
Prepayments and deferred income	€ 80.33 M
Other payables	€ 1.46 M
<b>TOTAL LIABILITIES</b>	<b>€ 162.28 M</b>



# 10 Governance



## PRINCIPLE 7: Organisational practices

Our position is that our own organisational practices must serve as an example of the values and attitudes we convey to our students.





12.1

## Governing Bodies

The governing bodies of Esade have the mission of running the institution and meeting the challenges we face in a constantly evolving and changing society. The governance function is associated with the long-term sustainability of the mission in accordance with the principles, values and approaches of the Society of Jesus.

### Members of the Executive Committee

President of Academic Staff	Daniel Arenas
Dean of the Faculty of Law	Eduardo Berché
Director of Executive Education	Marc Correa
Director of Legal Services	Antonio Delgado
Director of Communication, Brand and Corporate Affairs	María Díaz
Director General	Koldo Echebarria
Dean of the Business School	Josep Franch
Director of Institutional Development & Engagement	Olaya García
Director of Identity and Mission	Cristina Giménez
Economic-Financial Director	Valeria Guitart
Director of ESADE Madrid	Mario Lara
Director of Admissions and Marketing of the BS and LS	Cristina Olabarria
Director of Esade Alumni	Patricia Valentí
Director of Global Intelligence Office ( <i>guest member</i> )	Iván Bofarull





### 10.1.1 BOARD OF TRUSTEES IN 2020–2021

**The Board of Trustees is the most senior body of governance and representation of the Esade Foundation, the legal owner of the Esade educational establishments.** The Board of Trustees operates within a context of close collaboration between the Society of Jesus and civil society. The provincial management of the Society of Jesus is responsible for appointing

half of the trustees. The other members of the Board of Trustees, representing civil society, are chosen from figures noted for their reputation in the field of business, law, academia or culture, having taken into account the non-binding opinion of the Assembly of Members of the Esade Foundation.

#### Board of Trustees 2020–2021

President	Xavier Torra Balcells
Vice-President	Joaquin Uriach Torelló
Members	Maite Barrera Xaubet Germán Castejón Fernández Ramón Forn Argimón Jaume Guardiola Romojaro Luis Javier Herrero Borque Lluís Magriñà Veciana, S. J. Iván Martén Uliarte Eduard Mendiluce Fradera (joined in February 2021) Tomás Muniesa Arangegui Pedro Navarro Martínez Juan María Nin Génova (resigned in February 2021) Jaime Oraá Oraá, S. J. (resigned in April 2021) Enric Puiggròs, S. J. Daniel Villanueva Lorenzana, S. J. (joined in April 2021) Pere Viñolas Serra Mariona Xicoy Cruells Ignacio Zurdo Garay-Gordóvil





## 10.1.2 2020–2021 ASSEMBLY OF TRUSTEES

The Assembly of Trustees of the Esade Foundation is made up of Spanish and international companies and organisations. Aside from its advisory role, the Assembly also serves as a **pre-eminent business forum on which representatives of the member organisations (presidents, CEOs, managing directors) have the opportunity to debate the economic, business and social reality.** As well as these organisations, the Assembly also includes individuals who have a particular

relationship with Esade. The mission of the Assembly of Members of the Esade Foundation (Assembly of Trustees) is to inform and advise the Board of Trustees (the Foundation's governing body) as to the needs and advances of civil society.

### Individuals

- Maite Barrera Xaubet
- Juan José Brugera Clavero
- Germán Castejón Fernández
- Pere-A. Fàbregas Vidal
- Pedro Fontana García
- Jorge Gallardo Ballart
- Francisco Guarner Muñoz
- Lluís Magriñà Veciana, S. J.
- Xavier Pérez Farguell
- Llorenç Puig Puig, S. J.
- Manuel Raventós Negra
- Joan Manuel Soler Pujol
- Miguel Trias Sagnier
- Oriol Tuñi Vancells, S. J.
- Joaquín Uriach Torelló

### Organisations

- ALLIANZ
- ARAMARK
- BANCO SABADELL
- BASF
- BBK-KUTXABANK
- CAIXABANK
- BARCELONA CHAMBER OF COMMERCE
- CAPRABO
- CELLNEX
- CEMENTOS MOLINS
- COCA-COLA EUROPACIFIC PARTNERS
- COLONIAL
- DELOITTE
- EVERIS
- EY
- FLUIDRA
- NOUS CIMS FOUNDATION
- ACS FOUNDATION
- "LA CAIXA" BANK FOUNDATION
- BANCO SABADELL FOUNDATION
- ESADE FOUNDATION
- EY FOUNDATION
- JESÚS SERRA / GRUPO CATALANA OCCIDENTE FOUNDATION
- ISS FACILITY SERVICES
- PWC FOUNDATION
- PUIG FOUNDATION
- RAMÓN ARECES FOUNDATION
- REPSOL FOUNDATION
- GLOBAL ALUMNI
- INDUKERN GROUP
- MÉMORA GROUP
- ZÜRICH GROUP IN SPAIN
- IBM
- ISS FACILITY SERVICES
- LUCTA
- KPMG
- MERCURY CAPITAL
- NATURGY
- NESTLÉ SPAIN
- REIG PATRIMONIA
- SANTANDER UNIVERSIDADES
- SEAT
- SEIDOR
- WERFEN GROUP



### 10.1.3 INTERNATIONAL ADVISORY BOARD (IAB)

The International Advisory Board (IAB) of Esade plays a fundamental and dynamic role in driving our strategic dimension. The members of the IAB assist Esade in three complementary and interrelated aspects:



### 10.1.4 ESADE PROFESSIONAL COUNCIL

#### Esade Business School Professional Council

Set up in 2004, the Professional Council is a consultative body of Esade, with the mission of guiding the institution in those business, economic and social matters deemed to require debate. Its role is tied to the *raison d'être* of Esade, the fundamental elements of which are to participate in education and research and to generate opinion.

#### Esade Law School Professional Council

The Esade Law School Professional Council was set up in 1994. It provides advice from the professional world, contributing to the design of study plans, support in the organisation of practical placements for students and the promotion of research.

### 10.1.5 BUSINESS SCHOOL ADVISORY BOARD

The **Business School Advisory Board** provides independent guidance to ensure that Esade Business School and its portfolio of undergraduate programmes remain relevant in the field of higher education, as well as maintaining the institution's international reputation.

The Board performs a fundamental role in representing alumni and students and offering advice on key issues affecting the future development of undergraduate programmes at Esade Business School, taking into account today's constantly changing context.





## 12.2

## Institutional policies

During 2020–2021, we were hard at work equipping ourselves with the tools needed for our governance, or to update these mechanisms in accordance with the new context in which we perform our activities. We set out here the key milestones:

Codes, manuals and policies approved by the Esade Foundation Board of Trustees during 2020–2021	
The revision of the <b>new Esade code of ethics and code of conduct</b> , updating the 2015 version which had been in force until this point.	The policy and manual <b>for risk management at the Esade Foundation</b> .
<p>The <b>Esade criminal compliance model</b>, specifically set out in the following corporate policies implementing the model: <b>Esade criminal risk prevention policy and manual</b>.</p> <p>The following have been approved in this sphere:</p>	
The <b>Compliance Body</b> , as the body designated to supervise and oversee the criminal offence prevention model, along with the proposal for the composition of the body, presented by Esade General Management.	The <b>Ethics Committee</b> , as the body designated responsible for the management of the ethics channel and the communications conducted via this channel. The composition of members has also been approved, as proposed by Esade General Management.

Aside from the approval of the compliance model by the Board of Trustees, the Compliance Area has been promoting and monitoring the issuance and/or review of corporate policies to build a sound corporate ethics model (gifts policy, anti-corruption policy, commercial policies).

The Esade Foundation's compliance model has been conveyed to the various stakeholders who make up the Esade community via our regular communication mechanisms, along with specific training plans for all those belonging to the Esade community.

## 12.3

## Transparency and accountability

Over the course of the academic year, we informed all our stakeholders of various activities undertaken in connection with Esade's sustainability and social responsibility. These include, in particular, the following:

### The 2019–2020 annual institutional report

This was produced in accordance with the international Global Reporting Initiative (GRI) standard in order to present Esade's economic, social, environmental and good governance performance. In the document, we also publish Esade's institutional commitment to the 10 principles of the UN Global Compact, to which the institution signed up in 2003.

### The 2019–2020 identity and social responsibility report (PRME)

The report brings together the initiatives we have performed over the course of the academic year to fulfil our mission across the different operational strands and in accordance with the Principles for Responsible Management Education (PRME).





# Annexes



I.

# About this report

## Scope

This identity and CSR report contains non-financial information on the Esade Foundation for the 2020–2021 year (from 1<sup>st</sup> September 2020 to 31<sup>st</sup> August 2021). The geographical scope of the data reported is Spain.

## Reference reporting framework

Through this document, Esade aims to present its economic, social, environmental and good governance performance, once again this year, engaging in an exercise of transparency vis-à-vis its stakeholders. The following principles were taken into account in producing the report:

- Essential option under the Global Reporting Initiative (GRI) standards, as the international benchmark reporting framework.
- Commitment to the 10 principles of the UN Global Compact.
- UN Sustainable Development Goals (SDG).

### GRI principles upon which the content is defined

Inclusion of stakeholders

Sustainability context

Materiality

Comprehensiveness

### GRI principles upon which the quality of the report is defined

Precision

Balance

Clarity

Comparability

Reliability

Punctuality

## RELATIONSHIP WITH STAKEHOLDERS

Esade is aware that the integration of the different stakeholders within the organisation's operational strands is one of the most important tools in order to implement socially responsible management, and is essential to generate the positive impact that it aims to make on society.

The academic and personal training nature of the activity undertaken by Esade means that its operations take place as an integral element of today's society and the surrounding context, in a dynamic and far-reaching manner, generating a substantial impact. Aware of this, the organisation strives to build sound relationships of trust with the various stakeholders it deals with over the course of its educational and research activities, and to create shared value through fluid, participatory and responsible dialogue with them.

The institution's priority stakeholders have thus been identified by means of criteria such as dependence, responsibility towards them, proximity and power of influence. Specifically during the materiality review conducted in 2020–2021, the following stakeholders were taken into account:

### Stakeholders

Board of Trustees

Executive Committee

Alliances

*Alumni*

Companies

Foundations and NGOs

Suppliers

Credit and rankings agencies

Students

Faculty members

Administrative staff

## MATERIALITY ANALYSIS

During the 2020–2021 academic year, Esade worked to update its materiality analysis, not only so as to ascertain the expectations and material topics for the organisation and its stakeholders, but also as part of a more extensive effort to update its sustainability strategy and its commitments in this sphere.

### Methodology

To perform the materiality analysis, Esade followed the methodology developed by the Global Reporting Initiative (GRI), using this as the main reference framework to conduct the exercise so as to validate the relevant topics in terms of sustainability for Esade, in accordance with the principles of materiality and stakeholder inclusion.

The methodology is aligned with GRI standards, and with standards AA1000 APS 2008 and AA1000SES 2015.

To conduct the materiality process, first and foremost, the stakeholders had to be identified. This exercise served to prioritise 11 stakeholders who contributed their perspective and vision in field of sustainability.

The relevant topics for Esade's sustainability were then identified. This exercise was conducted by means of an analysis of international and sectoral standards, and by using the internal information provided by the organisation. The process resulted in the initial identification of 27 topics, which were approved by the project coordination team, comprising members of the Identity & Mission Department and the Chair of Leadership, the Advisory

Board, the Technical Operations Committee and the Curriculum Review Committee.

Following the identification of the stakeholders and topics, a prioritisation exercise was then conducted. This involved all the prioritised stakeholders through different consultation methods: interviews (9), focus groups (13) and surveys (3).

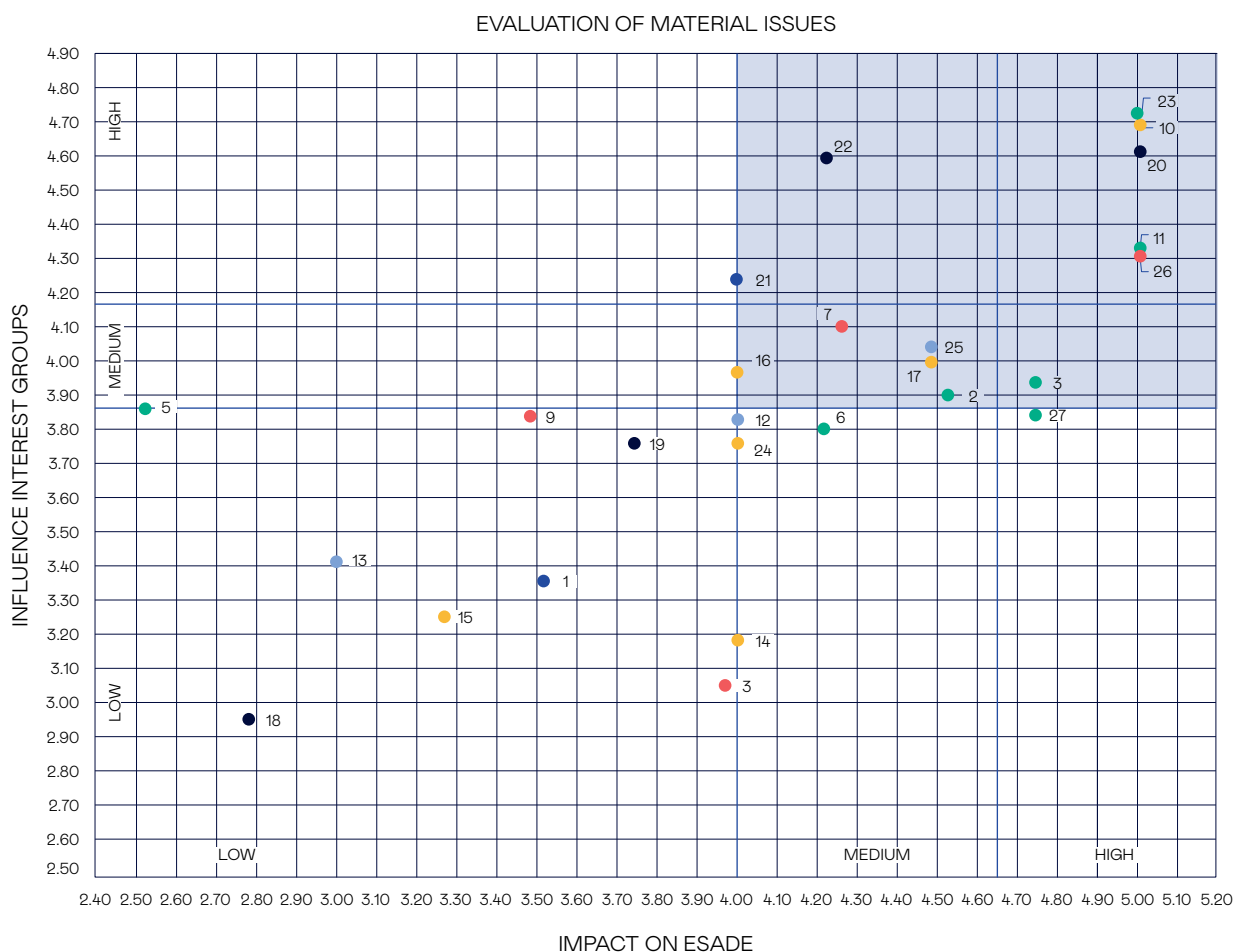
Following completion of the topic consultation period, and taking into account the results obtained, a validation exercise was then performed with the aim of ensuring consistency between Esade's sustainability performance and the results obtained. This process was undertaken by the project coordination team, professors with expertise in materiality analysis on the Advisory Board and certain members of the Technical Operations Committee.

### Esade's material topics

The topics listed below are those identified and validated by Esade as being material. However, since the determination process was recently concluded, not all of them could be covered in preparing this report. They will all be taken into account in the preparation of the next Esade report.



## MATERIALITY MATRIX



<p><b>Economic topics</b></p> <p>21. Sustainable investmaents</p>	<p><b>Environmental topics</b></p> <p>2. Responsible management of material resources</p> <p>3. Responsible management of natural resources</p> <p>27. Sustainable mobility</p>	<p><b>Service topics</b></p> <p>16. Satisfaction and management of the relationship with students and participants</p> <p>17. Innovation</p> <p>23. Sustainability in the curriculum and in research</p>
<p><b>Employment practice topics</b></p> <p>7. Quality employment</p> <p>10. Diversity and equal opportunities</p> <p>11. Non-discrimination</p>	<p><b>Governance topics</b></p> <p>20. Governance</p> <p>22. Organisational culture</p>	<p><b>Social topics</b></p> <p>25. Alliances</p> <p>26. Social debate</p>



II.

## GRI Table of contents



For the GRI Content Index Service, GRI Services reviewed that the GRI content index is clearly presented and the references for all disclosures included align with the appropriate sections in the body of the report.

### GRI 101: FOUNDATION 2016

GRI STANDARD/Content	Page/ Direct response	Correlation with the Global Compact	Correlation with the SDGs
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### GRI 102: GENERAL DISCLOSURES 2016

102-1	Name of the organisation	cover (1–2)		
102-2	Activities, brands, products and services	9–10		
102-3	Location of headquarters	5		
102-4	Location of operations	5		
102-5	Ownership and legal form	76–79		
102-6	Markets served	8–9		
102-7	Scale of the organisation	5–10		
102-8	Information on employees and other workers	10, 49–53	Principle 6	SDG 8
102-9	Supply chain	Typical supply chain of an academic institution		
102-10	Significant changes to the organisation and its supply chain	3–4		
102-11	Precautionary Principle or approach	Not pertinent to an academic institution		
102-12	External initiatives	22, 30-31, 56–57		
102-13	Membership of associations	56–57		
102-14	Statement from senior decision-maker	3–4		
102-16	Values, principles, standards, and norms of behaviour	12–13	Principle 10	SDG 16
102-18	Governance structure	77–79		
102-21	Stakeholder consultation on economic, environmental and social issues	82–84		SDG 16
102-40	List of stakeholder groups	82		
102-41	Collective bargaining agreements	49	Principle 3	SDG 8





GRI STANDARD/Content		Page/ Direct response	Correlation with the Global Compact	Correlation with the SDGs
102-42	Identification and selection of stakeholders	82		
102-43	Approach to stakeholder engagement	82–84		
102-44	Key topics and concerns raised	84		
102-45	Entities included in the consolidated financial statements	73–74		
102-46	Defining report content and topic	73–74		
102-47	List of material topics	84		
102-48	Restatements of information	84		
102-49	Changes in reporting	No changes		
102-50	Reporting period	2020–2021 Academic Year		
102-51	Date of most recent report	2019–2020 Academic Year		
102-52	Reporting cycle	Annual		
102-53	Contact point for questions regarding the report	94 (Back cover)		
102-54	Claims of reporting in accordance with the GRI Standards	This report was prepared in accordance with the GRI Standards: essential option		
102-55	GRI content index	85–92		
102-56	External assurance	No external verification		



GRI STANDARD/Content		Page/ Direct response	Correlation with the Global Compact	Correlation with the SDGs
ECONOMIC STANDARDS				
GRI 201: ECONOMIC PERFORMANCE 2016				
GRI 103: MANAGEMENT APPROACH 2016				
103-1	Explanation of the material topic and its Boundary	<b>Coverage:</b> Within and outside the organisation. <b>Involvement:</b> The organisation contributes directly to the impact.		
103-2	The management approach and its components	73–74		
103-3	Evaluation of the management approach	73–74		
201-1	Direct economic value generated and distributed	73–74		SDG 2 SDG 5 SDG 7 SDG 8 SDG 9
ENVIRONMENTAL STANDARDS				
GRI 301: MATERIALS 2016				
GRI 103: MANAGEMENT APPROACH 2016				
103-1	Explanation of the material topic and its Boundary	<b>Coverage:</b> Within and outside the organisation <b>Involvement:</b> The organisation contributes directly to the impact.		
103-2	The management approach and its components	64, 68, 69–70		
103-3	Evaluation of the management approach	64, 68, 69–70		
301-1	Energy consumption within the organisation	68, 69	Principles 7, 8, 9	



GRI STANDARD/Content	Page/ Direct response	Correlation with the Global Compact	Correlation with the SDGs
GRI 302: ENERGY 2016			

### GRI 103: MANAGEMENT APPROACH 2016

		<b>Coverage:</b> Within and outside the organisation	
103-1	Explanation of the material topic and its Boundary	<b>Involvement:</b> The organisation contributes directly to the impact.	
103-2	The management approach and its components	64–65	
103-3	Evaluation of the management approach	64–65	
302-1	Energy consumption within the organisation	65	Principles 7, 8, 9 SDG 7 SDG 8 SDG 9 SDG 12 SDG 13
302-4	Reduction of energy consumption	65	

### GRI 303: WATER AND EFFLUENTS 2018

303-1	Interaction with water as shared resource	64, 66	
303-2	Impact management related to water discharges	64, 66	Principles 7, 8, 9 SDG 6 SDG 12
303-5	Water consumption	66	



GRI STANDARD/Content		Page/ Direct response	Correlation with the Global Compact	Correlation with the SDGs
GRI 303: WASTE 2020				
306-1	Residuous generation and significant impacts waste related	68,69	Principles 7,8, 9	SDG 3 SDG 6 SDG 12
306-2	Management of significant impacts waste related	68-69		
GRI 305: EMISSIONS 2016				
GRI 103: ENFOQUE DE GESTIÓN 2016				
103-1	Explanation of the material topic and its Boundary	<b>Coverage:</b> Within and outside the organisation <b>Involvement:</b> The organisation contributes directly to the impact.		
103-2	The management approach and its components	67		
103-3	Evaluation of the management approach	67		
305-1	Direct GHG emissions (scope 1)	67	Principles 7, 8, 9	SDG 3 SDG 12 SDG 13 SDG 14 SDG 15
305-1	Indirect GHG emissions from energy generation (scope 2)	67	Principles 7, 8, 9	SDG 3 SDG 12 SDG 13 SDG 14 SDG 15
305-1	Other indirect GHG emissions (scope 3)	67	Principles 7, 8, 9	SDG 3 SDG 12 SDG 13 SDG 14 SDG 15



GRI STANDARD/Content	Page/ Direct response	Correlation with the Global Compact	Correlation with the SDGs
GRI 307: ENVIRONMENTAL COMPLIANCE 2016			

#### GRI 103: MANAGEMENT APPROACH 2016

103-1	Explanation of the material topic and its Boundary	<b>Coverage:</b> Within and outside the organisation	
		<b>Involvement:</b> The organisation contributes directly to the impact.	
103-2	The management approach and its components	69	
103-3	Evaluation of the management approach	69	
307-1	Non-compliance with environmental laws and regulations	None registered	

#### SOCIAL STANDARDS

#### GRI 401: EMPLOYMENT

#### GRI 103: MANAGEMENT APPROACH 2016

103-1	Explanation of the material topic and its Boundary	<b>Coverage:</b> Within and outside the organisation	
		<b>Involvement:</b> The organisation contributes directly to the impact.	
103-2	The management approach and its components	49	
103-3	Evaluation of the management approach	49	
401-1	New employee hires and employee turnover	10	Principle 6 SDG 5 SDG 8
401-2	Benefits for full-time employees that are not given to part-time employees	49	Principle 6 SDG 5 SDG 8





GRI STANDARD/Content	Page/ Direct response	Correlation with the Global Compact	Correlation with the SDGs
GRI 404: TRAINING AND EDUCATION 2016			

#### GRI 103: MANAGEMENT APPROACH 2016

103-1	Explanation of the material topic and its Boundary	<b>Coverage:</b> Within and outside the organisation	
		<b>Involvement:</b> The organisation contributes directly to the impact	
103-2	The management approach and its components	52–53	
103-3	Evaluation of the management approach	52–53	
404-2	Programs for upgrading employee skills and transition assistance programmes	52–53	Principle 6 SDG 8

#### GRI 405 DIVERSITY AND EQUAL OPPORTUNITIES 2016

#### GRI 103: MANAGEMENT APPROACH 2016

103-1	Explanation of the material topic and its Boundary	<b>Coverage:</b> Within and outside the organisation.	
		<b>Involvement:</b> The organisation contributes to the impact directly and through its business relations (Foundation)	
103-2	The management approach and its components	10, 76–77	
103-3	Evaluation of the management approach	10, 76–77	
405-1	Diversity in governing bodies and employees	10, 76–77	Principle 6 SDG 5 SDG 8



GRI STANDARD/Content	Page/ Direct response	Correlation with the Global Compact	Correlation with the SDGs
GRI 412: EVALUATION OF HUMAN RIGHTS 2016			

### GRI 103: MANAGEMENT APPROACH 2016

103-1	Explanation of the material topic and its Boundary	<b>Coverage:</b> Within and outside the organisation.	
		<b>Involvement:</b> The organisation contributes to the impact directly and through its business relations (Foundation)	
103-2	The management approach and its components	13, 17, 19, 22, 29–30	
103-3	Evaluation of the management approach	13, 17, 19, 22, 29–30	
412-2	Training employees in human rights policies or procedures	13, 17, 19, 22, 29–30	

### GRI 413: LOCAL COMMUNITIES 2016

### GRI 103: MANAGEMENT APPROACH 2016

103-1	Explanation of the material topic and its Boundary	<b>Coverage:</b> Within and outside the organisation.	
		<b>Involvement:</b> The organisation contributes to the impact directly and through its business relations (Foundation)	
103-2	The management approach and its components	59–61	
103-3	Evaluation of the management approach	59–61	
413-1	Operations with local community engagement, impact assessments, and development programme	59–61	



III.

## Principles of the Global Compact

Principle	Related points in the Report	Page
1 Businesses must support and respect the protection of internationally recognised fundamental human rights within their sphere of influence	<ul style="list-style-type: none"> <li>• Mission and vision</li> <li>• Declaration of values</li> <li>• Declaration of purpose</li> <li>• Social Action and cooperation</li> <li>• Educational model</li> <li>• Service-learning</li> <li>• Sponsorship programme and Talent Campaigns</li> </ul>	12–13 14 12–13 60–62 29 30 38
2 Companies must ensure that they are not facilitators of the violation of human rights	<ul style="list-style-type: none"> <li>• Transparency and accountability</li> <li>• Sustainability Plan</li> <li>• Sustainable initiatives</li> <li>• Social impact research</li> <li>• Social debate</li> </ul>	81 24–27 65–71 40–46 48
3 Businesses must support freedom of association and the effective recognition of the collective bargaining right	<ul style="list-style-type: none"> <li>• Community Building</li> <li>• Collective bargaining agreement and works council</li> <li>• Internal communication</li> </ul>	19–20 50 53
4 Businesses should support the elimination of all forms of forced or coerced labour	<ul style="list-style-type: none"> <li>• Reconciliation and consultancy</li> <li>• Social benefits</li> <li>• Guidance plan</li> </ul>	50 50 50
5 Businesses should support the elimination of child labour	Given the type of activity performed by the institution, child labour does not constitute a risk. By signing up to the 10 principles of the Global Compact, Esade shows clear commitment to eradicating child labour.	
6 Businesses should support the abolition discriminatory practices in employment and occupation	<ul style="list-style-type: none"> <li>• Sustainability Plan</li> <li>• Sustainable initiatives</li> <li>• Mission, vision and values</li> <li>• Esade Women Initiative</li> </ul>	24–27 12–14
7 Companies must maintain a preventive approach that favours the environment	<ul style="list-style-type: none"> <li>• Actions to reduce energy consumption</li> <li>• Initiatives to reduce environmental impact</li> <li>• Digital transformation</li> <li>• Digital training for faculty members</li> </ul>	65–69 70–71 54
8 Businesses should encourage initiatives that promote greater environmental responsibility.	<ul style="list-style-type: none"> <li>• Sustainability Plan</li> <li>• Measurement of changes in energy consumption</li> </ul>	24–27 65–69
9 Businesses should promote the development and diffusion of environmentally friendly technologies.	<ul style="list-style-type: none"> <li>• Development of technology platforms to promote remote working</li> <li>• Digital transformation</li> <li>• Digital transformation of social debate</li> </ul>	54 54 54
10 Businesses should work against corruption in all its forms, including extortion and bribery	<ul style="list-style-type: none"> <li>• Esade Code of Ethics</li> <li>• Esade Code of Conduct</li> <li>• Policy and Manual for Risk Management</li> </ul>	80 80 80



## IV.

## Table of contents of the 7 principles of PRME

Principles	Description	Pages
1. Purpose	We will develop students' capabilities to make them future generators of sustainable value for businesses and society as a whole, and to work towards an inclusive and sustainable global economy.	15–26
2. Values	We will incorporate global social responsibility values within our academic activities and study programmes, as described in such international initiatives as the UN Global Compact.	27–37
3. Method	We will create educational frameworks, materials, teaching processes and environments to enable effective learning experiences for responsible leadership.	27–37
4. Research	We will commit to conceptual and empirical research serving to improve our understanding of the role, dynamics and impact of corporations in creating socially, environmentally and economically sustainable value.	38–45
5. Partnership	We will interact with managers and business corporations to extend our knowledge of their challenges in fulfilling their social and environmental responsibilities, and to explore together effective ways of addressing these challenges.	48–57
6. Dialogue	We will facilitate and support dialogue and debate among educators, companies, government, consumers, the media, civil society organisations and other stakeholders regarding critical issues connected with global social responsibility and sustainability.	46–47
7. Organisational Practices	Our position is that our own organisational practices must serve as an example of the values and attitudes we convey to our students.	48–57

## ACKNOWLEDGEMENTS

The team that coordinated and produced this Report wishes to express their thanks to all those who offered their help and collaboration to make this project a reality.

The Identity and Mission team produced this report with the utmost rigour and care to guarantee its accuracy. Nonetheless, if you find any errors, we would be grateful if you could inform us and accept our apologies.

For any comments or improvements:  
[identityandmission@esade.edu](mailto:identityandmission@esade.edu)